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Children with retarded mental development who are educable but unable successfully to profit from the regular classroom are provided with special education programs designed for their needs. The satisfaction of these particular needs depends upon the provision for experiences which enable the individual to develop a concept of self which is realistic, secure, adequate, and valuable to himself and others. For the educator, all characteristics associated with the educable mentally retarded must be recognized as typical of the population as a whole and differing in degree rather than in kind.

To aid the teacher of educable mentally retarded children in trying to meet the special needs of her pupils, curriculum guides are presented in the following areas: social studies, health and safety, language arts, physical education, arithmetic, practical and home arts, art and music, and science. The guides are organized in chart form with specific activities in each area arranged separately for the primary, intermediate, and advanced levels. In addition to the charts of the course of study, further guides present suggested activities which involve the development of skills in two or more subject areas. These activity guides are also arranged separately for the three levels of achievement. The curriculum handbook concludes with a list of useful instructional materials and resources including books, films, records, charts, and periodicals.

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COURSE OF STUDY
AND
CURRICULUM GUIDE

for teachers
of the
educable mentally retarded

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California State Department of Education

COUNTY SUPERINTENDENT
OF SCHOOLS
SANTA CRUZ, CALIFORNIA

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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PREFACE

Grateful acknowledgment is made to the teachers, administrators, and consultants of Santa Cruz County for their deep interest and sustaining effort in making this Course of Study and Curriculum Guide a reality for Santa Cruz County.

This Course of Study and Curriculum Guide for teachers of the educable mentally retarded utilizes to the fullest possible extent the significant contribution made by the Illinois Superintendent of Public Instruction and the Institute for Research on Exceptional Children at the University of Illinois.

NORMAN S. LIEN

Superintendent of Schools
Santa Cruz County

APPROVED

by the

Santa Cruz County

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(Second Printing 1964)

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FOREWORD

Every child has the right to an education commensurate with his capacity regardless of the limitations imposed upon him by heredity or environment.

Children with retarded mental development who are educable but unable to successfully profit from the regular classroom are provided with special education programs designed for their needs. The satisfaction of these particular needs depend upon the provision for experiences which enable the individual to develop a concept of self which is realistic, secure, adequate, and of value to himself and others; not in terms of what others are, but of what he is and can expect to accomplish and contribute in society.

This Course of Study and Curriculum Guide for Teachers of the Educable Mentally Retarded is designed to translate the broad objectives of education outlined in the Santa Cruz County Course of Study into reasonable expectations for the child with retarded mental development. Further emphasis is placed upon the transfer of learning from classroom performance to independent behavior typical of adulthood.

The generalizations in this Course of Study and Curriculum Guide are developed for the individual teacher to apply in the most realistic manner through the utilization of the Curriculum Guide. The response of teachers and others to this Course of Study and Curriculum Guide as it is used daily in the classroom will provide the basis for future revisions and improvements. To facilitate the recording of relevant notes, activities, and resource material, blank pages are inserted at the end of each section.

The effectiveness of this publication is similar to any other used with children. It is directly proportionate to the understanding we possess of each child.

Individual Psychological Examination:

Before any child is placed in a school or class for mentally retarded children, he shall be given a careful individual examination by a competent psychologist holding a credential for that purpose issued by the State Board of Education, or by a person serving under the supervision of such a psychologist and holding a credential for that purpose issued by the State Board of Education, and a consultation with his parents or guardian held. A psychiatrist may be consulted in any specific case when the governing board of the district deems it necessary.
(Ed. Code 6908)

Eligibility of Pupils:

The eligibility of a minor for admission to any such school or class shall be determined by a psychologist or psychometrist after such pupil has been given an accepted verbal or non-verbal individual intelligence test. For minors of an appropriate age, group intelligence tests may be used as screening devices.
(5 Cal. Adm. Code 182)

Admission

The responsibility for the assignment of a minor to any such school or class maintained by a school district shall rest with the administrative head of the school district or an employee of the district designated by him. The assignment of a minor shall be made only after a group conference of the psychologist, the school principal, the minor's teacher, the school psysician or nurse, if any, and any other person designated by the person responsible for making such assignment.
(5 Cal. Adm. Code 183)

Size of Class:

The maximum enrollment for any such class shall be 18, except that in a class in which the chronological age spread is greater than four years, the maximum enrollment shall be 15. (5 Cal. Adm. Code 184)

Instruction

The methods of instruction used in each such school or class shall be those approved by the administrative head of the school district, or county superintendent of schools maintaining the school or class, except that with respect to a school or class maintained on a secondary school level on the premises of a secondary school of another district, such methods shall be subject to approval by the administrative head of the district maintaining the secondary school. (5 Cal. Adm. Code 185)

Supervision:

Adequate supervision shall be provided for all such schools and classes. The superintendent, the building principal, and special supervisors should work cooperatively to establish a helpful plan of supervision.
(5 Cal. Adm. Code 186)

CHARACTERISTICS OF EDUCABLE MENTALLY RETARDED CHILDREN

Before setting forth the characteristics of the educable mentally retarded, certain assumptions must be reviewed.

First, all characteristics associated with the educable mentally retarded are typical of the characteristics of the population as a whole. Differences in characteristics are a matter of degree and not of kind. Thus, any person regardless of intellectual status may, under certain conditions, show evidence of frustration and, to some degree, an inability to handle abstractions in problem solving.

Second, while the term "characteristics of the educable mentally retarded" implies a group behavior, individuals in the group may exhibit any one or combination of characteristics and, in some cases, none worthy of mention.

Third, despite the fact that the behavioral characteristics are more frequently noted in the educational setting, the primary characteristics such as rate of mental development and physical status are continuously exerting a critical influence on the total performance of the child.

In order to indicate the inter-relationship between the characteristics of the educable mentally retarded, it might be convenient to consider the characteristics in two categories:

1. The primary characteristics which precipitate and influence certain types of behavior in the educable mentally retarded.
2. The secondary characteristics which are manifested by the interaction of the child's inherent characteristics with his physical and social environment.

Primary Characteristics

The primary characteristics might best be viewed as those which are literally built into the child. These characteristics are representative of intellectual and physical growth and development. As such, they have their roots in the anatomy and physiology of the child from the moment of conception. For many years, it was held that these characteristics were constant and incapable of being modified. In recent years, however, research and experience have shown that modifications introduced into the child's environment in the form of cultural, dietetic, and educational measures can have a marked effect on the rate and nature of the child's intellectual and physical growth.

Physical Characteristics

In terms of their general physical growth and maturation, educable mentally retarded children follow the same sequence as their normal peers. It has been contended that, as a group, they are somewhat inferior in size and weight as compared with children of the same age, that they are more prone to illness, and that the prevalence of physical handicaps is greater. Of the first two, inferiority in physical development and proneness to illness, it is

difficult to determine whether these characteristics are directly associated with mental retardation or with environmental conditions or both. Environmental conditions should merit considerable attention since studies have shown that, at least in large metropolitan districts, a sizeable proportion of educable mentally retarded children come from sub-standard homes. In some instances, the existence of a physical handicap may have a direct relationship as in the case of some brain-injured children. In other cases, the mental handicap may be independent of the source of the physical handicap.

For the educator, the nature of the physical handicap and its effect on the learning and behavior of the educable retarded child transcends its etiology. While it is important for the administrator and the teacher to obtain knowledge about the basic nature of the physical handicap, this is but a preliminary step toward modifying or adapting the classroom and classroom techniques in order to reduce the negative effects of the handicap on learning and behavior. It is here that the educator assumes a leadership role in the development of methodology for instruction and evaluation. Experience has shown that a variety of physical handicaps may be effectively subsumed under one system of instruction and classroom modification regardless of the diversity of etiology.

It is therefore very important that administrators and teachers be alert to the existence of physical handicaps in terms of relevant techniques and services. In all cases, educational treatment should be focused on the educable mentally retarded child as a total organism and not on unique conditions.

Intellectual Characteristics

Basically, the intellectual characteristics of educable mentally retarded children are similar to those of their normal peers in that they follow the same development sequence. The differences that exist are not so much in the kind of characteristics as they are in the rate and degree with which they develop. Educable mentally retarded children learn in the same way as do normal children, through experience. In contrast, their rate of learning is slower and they rarely learn as much, particularly in academic areas. In the course of learning, they apply, like other children, the processes of imitation, reasoning, and generalization. To the degree that they can, they acquire concepts and develop value systems consistent with social living.

Psychologically, educable mentally retarded children, like all children, require and seek love, security, recognition, and a sense of belonging. It is important that the administrator and teacher recognize the relationships between the educable mentally retarded child's basic psychological needs, certain aspects of our culture, and the child's intellectual subnormality. Our culture generally smiles upon the bright, successful, creative individual and frequently rewards him with gestures of affection and recognition. Conversely, it frowns upon the incompetent and the laggard and confers on him the very antithesis of his basic needs, rejection. It is obvious that the educable mentally retarded child's intellectual limitation must in all too many cases, operate to prevent the fulfillment of his needs for affection, acceptance, and security if not in the home, at least in the more competitive and depersonalized activities in the school setting.

The administrator and teacher can play an active and positive role in helping some educable mentally retarded children meet their basic needs within the limits imposed by their relationship with the children and with other children within the public school. Knowledge of the child, his assets and liabilities,

plus an understanding of his social and emotional environment outside of school will help the teacher develop a method for working with the child to the extent that she can. It is important to recognize, however, that an effective teacher-child relationship is not always possible in every case and that this avenue toward need fulfillment for the child may be partially if not entirely closed. This is a reflection of many uncontrollable factors in the child's psycho-social environment and does not imply that the teacher or administrator has failed. In any case, to the extent that it is possible, the classroom should be a desirable locale for the child and acceptance and recognition should not be something he has to earn.

Most frequently, the intellectual characteristics of educable mentally retarded children are stated in terms of their intelligence quotient (IQ) and their mental age (MA). For the purposes of the Course of Study, the IQ and MA will be discussed in functional terms as they relate to the administrative and curricular aspects of special class provisions for educable mentally retarded children.

The Intelligence Quotient

In and of itself the IQ represents the position of the individual and his rate of mental development with respect to the total distribution of intelligence of the population as measured by a specific instrument. In a sense, then, the test of intelligence implicitly defines intelligence and this may vary in nature from test to test. It is, therefore, mandatory that the IQ be considered within a dynamic context, in relationship with a definable and describable activity or situation, if it is to acquire meaning.

Administrative Use of the IQ

The IQ and all that it implies serves as one of the criteria in the definition of educable mentally retarded children for purposes of special class placement. In determining the eligibility of the child for admission to a special class, the child's rate of mental development is drawn into perspective with all other data available to the examiner. In many states, the IQ limits for admission to special classes are set down as a range from 50-75 or 80. In California, however, no definitive range is stated, thus permitting the examining psychologist to take the rate of mental development into consideration as part of the total evaluation of the child.

In cooperation with public school functions, many community agencies consider the IQ along with other characteristics in ascertaining eligibility and feasibility for rendering service. This is most frequently the case with vocational rehabilitative agencies.

Curricular Use of the IQ

As a single measure of intellectual status, the IQ is of very limited service to the teacher. Mainly, the IQ is used as a basis for preliminary classification and for estimating the child's rate of mental development.

Teachers frequently ask: How much reliance can I place on the IQ? The answer to this question is drawn, in great part, from the test used to determine the IQ. Of prime importance is the fact that no test of intelligence is completely infallible particularly at the educable mentally retarded level or above.

The answer to the question then becomes one involving degree of reliance.

Of the two types of tests most common in school use, the individual tests of intelligence and the group tests, more reliance can be placed on the individual tests. Comparatively, the individual test is a much more controlled instrument both situationally and administratively and it is administered by a psychologist well versed in its characteristics and interpretation. On the other hand, group test situations are not so easily controlled; many difficult-to-detect conditions can enter the test situation and affect the results. Even in those cases where the test administrator can account for unusual factors in the situation, he has a difficult time effecting a comprehensive relationship between the factors and the test results. In most cases he can only make an intelligent guess in retrospect. For these reasons, the IQ derived from a well standardized individual test such as the Binet or Wechsler Intelligence Scale for Children is a more reliable measure.

Possibly, it would be more profitable if the teacher looked upon the group test as one type of screening device for detecting children who deviate from the norm. An IQ derived from a group test may then be looked upon as an initial estimate of level of intelligence which is to be more clearly ascertained by an individual test.

The IQ as an index of rate of learning has most relevance in the primary level educable mentally retarded class with those children emerging from the reading and arithmetic readiness stage. The teacher may employ the IQ as an index of rate of learning as one criterion in her early attempts at forming reading and arithmetic groups. The assumption in this case is that children of comparable IQ who are also of comparable ability will make progress at a comparable rate and thereby maintain the homogeneity of the group. The teacher will undoubtedly find that the actual reading and arithmetic performance of the children will take precedence over the IQ as a criterion for grouping as the children become more mature. In areas of classroom work other than academic, the teacher will find experiences of the child and his academic ability better judgment criteria than IQ alone.

Occasionally, it is found that the IQ is used as the sole basis for predicting the school achievement of educable mentally retarded children. This is an unwarranted use of this measure because of the many factors in the child's environment and/or personality that can affect the rate and nature of learning. There have been many instances of educable mentally retarded children from culturally deprived environments making remarkable gains following their introduction to an enriched environment.

Educable mentally retarded children with serious personality problems have also made marked changes for the better as their problems were ameliorated. These are but two familiar examples that indicate that the arbitrary establishment of a ceiling of learning based on the IQ is a hazardous undertaking.

Mental Age

The child's mental age is a measure of his present intellectual status as determined by a standardized test of intelligence. The use of the mental age to designate intellectual status invokes the notion of abilities as they are related to age. Tests of intelligence such as the Binet express test results in terms of age norms and say, in effect, that the abilities of any given child correspond with the average abilities of children of a certain age. Thus, regardless of his chronological age (CA),

a child is assigned a mental age of 8 years when his total performance on the test is on a par with the average for eight year old children. It should be kept in mind that the abilities sampled by the test are specific to the test and that no test actually samples all of the abilities of any one child. Thus, the Binet mental age has considerable implication in judging the academic ability of a child but tells little if anything about his artistic or athletic ability among others.

Since intelligence tests sample limited segments of the child's abilities, it is very important that the concept of mental age not be over-simplified by indiscriminately comparing educable mentally retarded children with other educable mentally retarded children or with normal or gifted children of the same mental age.

Very often the life experiences of the educable mentally retarded child alter the qualitative nature of his mental age simply because he has lived longer and has had experiences not yet available to the normal and gifted child of the same mental age.

Among educable mentally retarded children of comparable mental ages, differences may be due not only to experience but also to biological factors. Not only are the effects of these experiences evident to the trained administrator and teacher, but they also show up in the success and failure pattern of the educable mentally retarded child on items in an intelligence test.

The performance and behavior of the educable mentally retarded child may very well vacillate between his mental age and his chronological age depending upon the nature of the task and/or of the situation in which he is involved. Within this range, certain factors are most frequently in the vicinity of the

educable mentally retarded child's mental age and have considerable connotation for both administrative and curricular functions in the schools. For example, it is most frequently found that the educable mentally retarded child's academic ability will most nearly approximate his mental age while his physical status reflects his chronological age.

Emotionally, the educable mentally retarded child will frequently react to many situations in terms of his mental age. At the same time, his social maturity will, in some areas, approach his chronological age. This becomes more obvious as the child matures and is evidenced in clothing styles, leisure-time activities, and the like. These and other phenomena will be discussed more specifically under relevant headings.

Administrative Use of the Mental Age

The mental age has considerable implication in the admission and placement of educable mentally retarded children in special classes. In considering the advisability of admitting a very young educable mentally retarded child to a special class, it is well to weigh the child's intellectual status in terms of the general status of the class as a whole. If his mental age indicates that he may be far below the lower academic and social level of the class, it might be advisable to forestall admission until the child becomes more socially amenable to a classroom setting and to suggest provisions that will enhance the child's maturity.

The mental age should also be carefully considered in the admission of more mature children to the special class as well as when moving children to special classes on a higher level. Even though the child may conform physically to the more advanced class he may not have the academic and emotional

maturity to achieve acceptance by his classmates or to operate at an acceptable academic level.

Discrepancies between mental age and chronological age become more critical as the demands on the child for independent behavior increase. This becomes most obvious in junior and senior high school special classes where the student must assume a variety of responsibilities for self direction.

Planning to move a child to a secondary level class should include a thorough evaluation of the child wherein his mental age may well help to decide on immediate promotion or postponement pending further preparation.

Curricular Use of the Mental Age

The child's mental age is the best single criterion for estimating his academic status. Thus, the teacher may resort to the mental age in determining the reading and arithmetic aptitude of the educable mentally retarded children in her class. Since, in the majority of cases, a mental age of six years must be reached before meaningful reading can take place, reading readiness activities might be indicated for educable mentally retarded children with mental ages below six regardless of their chronological age. This should be a precautionary rule rather than a hard and fast one and subject to test with the individual child.

The teacher has two sources for a more specific determination of the child's academic status. Once she has established a general expectancy for the child's ability as indicated by this mental age, she can resort to either a formal or informal diagnostic procedure.

Formally she can, if conditions permit, administer an achievement test. Informally, she can develop her own procedure. For example, if the child has a mental age of seven years, the teacher might be justified in estimating that he might be reading somewhere in the vicinity of a primer level. She can then more nearly ascertain his reading level by selecting a primer, asking the child to read to her, and then observing to what extent he is successful in recognizing words and in comprehending.

If necessary, she can continue to give him more simple or difficult reading, as dictated by his initial attempt, in order to establish more clearly his reading status. The child's arithmetic and social studies skills can be tested informally in an analogous manner.

It occasionally happens that educable mentally retarded children who have had two or three years in regular classes acquire a mechanical reading and arithmetic ability that appears almost commensurate with their chronological age. A child exposed to considerable drill and rote learning can sometimes acquire word and number recognition skills without acquiring much comprehension. To develop an understanding of reading and arithmetic it might be necessary to backtrack to a lower level in one or both areas. This calls for the introduction of new instructional material to assure maintenance of the child's interest. Again, the child's mental age is a good indicator for determining the level of materials. Since the child has a sizeable sight vocabulary and some computational skills, it might be expected that he will progress at a slightly faster rate than younger children of the same mental age who are experiencing the materials for the first time.

The mental age will also help the teacher in the assignment of children to group activities such as committees in social studies. The readiness of the child to make realistic decisions, to work with

others in a group, and to comprehend group goals is often revealed by his mental age. A child with a mental age below six years may be "too young" to perceive the totality of the rationale for a class mural or the need for sharing in a group game even though his chronological age suggests otherwise.

The allocation of time in the daily program of instruction and activities should more nearly conform to the children's mental ages than their chronological ages. The ability to attend to and work at a lesson or task is, in part, a function of the child's mental maturity.

Even interesting materials and tasks will become tiresome to the child if he is held to them for too long a period. It may be taken as a rule of thumb that lessons and activities should be comparatively short for the younger children and increased as the child becomes more mature mentally. In any case, time allocations should not be rigid. At times, the teacher's estimate may be in excess of the child's ability to attend.

Observation of the child initially and during the course of the activity will often indicate that the lesson has ended as far as he is concerned. Glassy or wandering eyes, seat polishing, and shifting feet are the common early signs. Forcing the lesson beyond the time most appropriate to the mental ages of the children tends to create an aversion in them for the subject matter at hand and develops problems in management.

Adults who work with children frequently develop expectations related to the behavior of the children. Some expectations tend to become developmentally and situationally stereotyped. That is, experience and training tell the teacher that six year old children will display certain mannerisms when faced with denial of a pleasurable situation, while ten year old children will display a different set.

From these experiences comes the frequently heard admonition, "act your age". This is, in effect, an order to the child to behave in a manner that is consistent with those behaviors historically associated with children of his life age in analogous situations.

Contrary to all of the evidence suggested by their overt behavior, educable mentally retarded children are not nearly so inconsistent as might appear. It must be remembered that these children have two distinct ages as referrents for behavior: their mental ages and their chronological or life ages. It should not be unexpected then, to find that the behaviors of educable mentally retarded children vacillate somewhere between their mental and chronological ages. It is not unusual to see an adolescent girl sulk or even dissolve in tears over what appears to be a very insignificant incident such as playful teasing by a classmate. Such an immature reaction can be quite puzzling to the uninitiated. But to the teacher of educable mentally retarded children who has a good understanding of behaviors in their developmental strata, the rapid shift of behaviors is not unexpected. A good understanding of the relationship between mental age and associated behaviors is therefore necessary.

Understanding the implications of the mental age for the behavior of educable mentally retarded children in the classroom setting is a major point of departure in the development of acceptable social habits in the children. The teacher's aim is to help each child develop a habit system that most nearly approaches expectations for his chronological age. The development of acceptable behaviors rank in importance with the acquisition of academic and

occupational skills in the eventual adjustment of the educable mentally retarded person in society.

Secondary Characteristics

Unlike the primary characteristics, the secondary characteristics of educable mentally retarded children are not an integral part of their physical or intellectual make-up. Rather, they are the outcome or expression of conflict or imbalance between the child's primary characteristics and his physical and social environment. As such, the secondary characteristics most frequently take the form of behavior and attitudes.

Behaviors and attitudes most frequently attributed to educable mentally retarded children include over-aggressiveness, self-devaluation, short attention span, poor memory, delayed language development, low tolerance for frustration, and others. These behaviors will be discussed later in greater detail.

Since the secondary characteristics vary in intensity and frequency with the degree and nature of interaction between the primary characteristics and the child's environment, they are amenable to change. In many cases, it is possible to control or alter the interaction between the child's primary characteristics and conditions in his environment and thereby effect changes in his secondary characteristics. Most frequently such control or alteration is directed at conditions in the child's environment since they are far more subject to change than his primary characteristics. For example, when a teacher sees that an educable child is about to select a task that is far beyond his intellectual ability and directs his attention to a challenging task more within his capabilities, she has manipulated his environment so as to reduce the potential for such behaviors as hostility, withdrawal, tantrums, and others.

The teacher often finds that she must work backwards from an overt behavior or attitude to determine the source of conflict. In some cases, the source of conflict is outside of the school; home and neighborhood conditions can and do stimulate unacceptable behaviors long after the child has entered the classroom. Even so, it is often possible for the teacher to minimize or ameliorate the secondary characteristics of educable mentally retarded children. For this reason, these characteristics will be discussed from a corrective point of view.

Frustration-Proneness

The notion that educable mentally retarded children have a low tolerance for frustration is one that is generally held by workers in this field. From the educator's point of view, there is some question as to the serviceability of this concept both in terms of classroom function and for purposes of communication. One might be justified in asking, "Low frustration tolerance as compared with whom and under what conditions?"

Accepting this concept without qualification may make for blind spots within the totality of the teacher's function. For example, a child may get up in the morning and have difficulty in dressing. At the same time, he sees a younger brother breeze through this task with ease. He may well find this annoying. After breakfast he may have to run an errand for his mother wherein he is to get a variety of items at the grocery store. His mother, not understanding or accepting his limitations, gives him verbal orders as she does his younger brother, rather than a written list. The child, unable to retain the verbal list either omits or substitutes items. He may have a feeling that all is not well and this is certainly reinforced when he returns

home with the garbled results of his errand.

This is a second annoying experience. Later, on the school bus, the children quiz him about his school work and deride his obvious lack of ability to read and write.

This is a third difficult experience. Shortly after arriving at school, one of his classmates snatches a pencil from him and playfully teases him. This seemingly minor event may well be the last straw for him and he erupts in any one of a number of unacceptable behaviors. He may strike out blindly, he may dissolve in tears, or simply give up. The teacher, seeing only this last incident in the chain of events, may conclude that the child simply "can't take it" and he has low tolerance for frustration. If this is her conclusion, she may very well enforce a no teasing rule or she may conclude that she must stay alert to intercede for this child in all possible incidents in the classroom.

What she may not realize is that this child may actually have the patience of Job and that he is consistently tolerating far more frustration than might his normal peers under similar conditions.

It might therefore be more profitable to take into account the persisting conflict engendered by the child's intellectual characteristics and the nature of the conditions around him and to consider the educable mentally retarded child as being frustration-prone rather than a child with low frustration tolerance.

The concept of frustration-proneness draws into realization the fact that the educable mentally retarded child is operating in a "normal" world--a world for which he is inadequately equipped particularly in those duties and activities that call for intellectual adequacy. Purely on the basis of probability, then, chances are that the educable mentally retarded child will be faced with difficult or impossible situations more frequently than might be expected for his normal peers. He is therefore more liable to find himself obviously inadequate while others around him succeed. The increased frequency of such situations for the educable mentally retarded child renders him comparatively more prone to frustration than his normal peers.

The concept of frustration-proneness encourages the teacher to look far behind the precipitating incident in order to explain existing behaviors. It suggests procedures that may lead to amelioration of unhappy conditions outside of school. Parent counseling referrals by the teacher may help to develop increased understanding in the home. The attention of a school psychologist may provide the child with an outlet for feelings hitherto stored and accumulating.

The concept of frustration-proneness has meaning in classroom-learning situations. Knowing that the educable mentally retarded child is frustration-prone sensitizes the teacher to the conditions surrounding the child in the classroom as well as to the events occurring outside of the school. Planning activities and tasks will be based on more inclusive considerations than the immediate goals of the task.

Certainly the educable mentally retarded child should and will experience some frustrating situations in the classroom and school; this is consistent with the realities of life. Careful planning, however, may effectively reduce the number of frustrating situations by eliminating those that have no obvious benefit for the child. This reduction of frustrating situations may enhance the child's ability to

withstand hitherto intolerable situations outside of school and make him more acceptable socially and emotionally.

Self-Devaluation

A characteristic of educable mentally retarded children closely related to frustration-proneness is that of self-devaluation. This characteristic is a result of imbalance between the child's competencies, intellectual and physical, and the demands of his environment. Self-devaluation most frequently manifests itself in behaviors and attitudes signifying that the child has strong feelings of general unworthiness and that he holds his abilities in low esteem.

A tendency toward self-devaluation is an almost inevitable outcome of two related major factors in the child's interaction with persons and things in his physical and social environment.

First, there is the persisting condition of the generally inadequate child searching for his place in a world that stresses adequacy.

Second, there is the child's frequent misjudgment of his abilities and limitations.

The educable mentally retarded child, in a majority of cases, operates under pre-established standards for behavior and performance. There are both antecedent and current performances against which the educable mentally retarded child's activities can be evaluated by anyone interested in so doing. For example, older siblings may serve as historical models as seen in such statements directed at the educable mentally retarded child as, "When Henry was your age he could travel to any part of town alone. You can't even find your way to the corner store and back."

In the ordinary course of events, he suffers from a comparison with children of his own age as well as with younger children who are more adept, swift, and efficient in performing tasks and accomplishments seemingly at his level of achievement.

A tendency toward self-devaluation is aided by the educable mentally retarded child's limited ability to assess his capabilities and limitations realistically. Studies have shown that educable mentally retarded children, when confronted with a task, will more frequently over--or underestimate their abilities than will their normal peers. It might therefore be expected that those children who overestimate their abilities with some degree of consistency will be loading the deck against themselves and in favor or failure. A chain of failing experiences may very well reinforce the child's feelings of unworthiness and establish strong anticipations of failure. The child who underestimates his ability will often find that his finished work is substandard when compared with that of his peers. He may accept this as evidence of inferiority.

The educable mentally retarded child, like all children, sets up defenses against failure and against further reinforcement of self-devaluation. One of the more obvious is a kind of suspended animation wherein the child manages to stay apart from as many activities or tasks as possible. Great urgings and even coercion are often required to move the child into a new activity. He becomes engrossed in very low level tasks. He may cut, paste, color, and paint for interminable periods.

Another child may seem to perseverate at an academic task and be very happy at it. If the teacher will look back at the child's experiences she will often find that it was in this academic area that the child was most successful. Quite often, this

may be the only area of endeavor in which the child will forge ahead; even so, the teacher can expect considerable anxiety in the child if he is pushed too fast or feels that he is being pushed.

Much can and must be done to help the educable mentally retarded child acquire a realistic basis for self-appraisal. As he matures, he will be called upon to exercise his judgment independently of the shelter and guidance of teachers and parents. The extent to which he can correctly estimate his abilities and limitations will frequently determine the quality of his adjustment in society. It is therefore necessary that the teacher institute measures to counteract tendencies toward self-devaluation as early as possible.

Again, here is where manipulation of the child's environment may help to ameliorate a secondary characteristic. By arranging conditions and assignments, the teacher can make certain that the child will experience success in almost every undertaking. The child needs a concentration of successful experiences to help him dissipate his feelings of unworthiness. The teacher should make certain that the child's successes are real and that her recognition of his successes are sincere, since the entire plan can be destroyed should the child sense that the teacher is merely making gestures. Knowledge of the child and his needs will guide the teacher in her selection of the tasks and activities and their levels of performance.

As the child begins to show increasing signs of self-confidence, the realities of failure should be permitted to enter the plan. Just as consistent failure is detremental to the child's self-concept so is consistent success; neither is true to life. Occasional experiences of failure plus an understanding of why failure occurred provide a basis for the child's evaluation of the situation as well as his role in the task. By discussing what happened and why, the child may begin to see the factors of failure as they apply specifically to him. It is hoped that he will come to realize that failure in some degree comes to all persons and that the factors precipitating failure can sometimes, but not always, be controlled. Learning to take failure in his stride and to evaluate the cause may help the child to acquire the skill of studying a situation as best he can in order that he might anticipate those factors of failure highlighted by previous experiences.

The educable mentally retarded child who is prone to forge blindly ahead into tasks and situations because of a poor assessment of his assets and liabilities, can also be helped in a teacher-controlled environment. Such help is predicated upon the teacher's knowledge of what the child can do and how well he can do it.

First, the teacher will have to work closely with the child helping him to develop some ability to see the commonalities in the nature of past and present tasks. This may help him to see that in many cases past occurrences can be used as a reference point in evaluating current tasks.

Second, the child should be helped to acquire some skill in looking back on his past experiences to recall how well he did under the conditions that existed. This can be done by exploiting immediate situations. For example, before the child is permitted to embark on a task, the teacher and child should discuss the demands of the task. The teacher should draw from the child his estimate of how well he will do and help him to refer back to similar experiences as a basis for his estimate.

As the child proceeds with the task, it might be advisable for the teacher to observe the child's progress and note the relationship between his stated and actual abilities. In some cases, it might be necessary for the teacher to rescue the child from an impossible situation.

In other situations it might be advisable to permit the child to complete the task as best he can. A criterion for judging the relevance of teacher intervention is the child's emotional status. If the task renders him so over-wrought that evaluation seems about to be precluded, the teacher should subtly intervene. Evaluation immediately upon completion of the task is of primary importance since this gives the child an opportunity to relate his abilities and limitations to an immediate concrete experience.

It is important to keep in mind the fact that self-devaluation as a characteristic has two implications for the adjustment of the educable mentally retarded child.

First, there is its effect on classroom performance and adjustment. This is an immediate problem wherein the child's feelings tend to intervene between himself and both academic and social learning to the extent that he works far below his potential.

Second, there is the effect of self-devaluation on the child's self-concept. This is a long term problem and one that may well have its most deleterious effects when the child reaches maturity. The often quoted phrase, "The child is father to the man," is most dramatically true of the phenomenon of self-concept. Authorities generally agree that a self-concept formed and reinforced during childhood will persist throughout adulthood. If the educable mentally retarded child is permitted to nurture and develop his feelings of unworthiness during the school years, he will approach many situations in adulthood with anticipations of failure. Thus he will virtually assure failure where success might have been. By possibly guiding the child in his solution of problems, the teacher may help him shape his self-concept to one more nearly consistent with reality.

Learning Disabilities

Conflicts between the educable mentally retarded child's intellectual ability and the demands of academic and social situations often manifest themselves as disabilities in learning. These disabilities may be identified as a tendency to oversimplify ideas and concepts, reduced ability in generalization, short memory and attention spans, and limitations in incidental learning.

Oversimplification of Concepts.--One of the intellectual characteristics attributed to the educable mentally retarded child is his tendency to do comparatively better with concrete or functional ideas and concepts than he can with abstractions. For example, when asked to define or describe an object, the educable mentally retarded child will most frequently do so in terms of its utility. Thus, an orange is for eating, a chair for sitting, a book for reading, and so on.

In the early years of the child's academic education this is, at least superficially, no serious problem since most of his reading texts and arithmetic learnings are at a concrete level. As the child makes progress, however, it becomes

obvious that his ability to comprehend and to conceptualize lag behind his technical skills in academic areas such as word recognition and computation.

Similarly, the educable mentally retarded child functionalizes or oversimplifies the ideas, concepts, and abstractions typical of social learnings. Rules for classroom living may be learned to the extent that the child can recite them verbatim. The child may be able to live up to some rules and not to others. This is not unlike being able to understand the meanings of individual words in a sentence without being able to grasp the central idea of the total sentence.

Limited Ability in Generalization.--Closely related to the educable mentally retarded child's tendency to concretize or functionalize concepts in his difficulty in developing generalizations. The more abstract the related concepts in situations embodying a common principle the more difficulty the educable mentally retarded child has in seeing the commonalities in the situations.

Thus, a child may quickly recognize the addition sign in a problem in computation without seeing its relationship to the word "and" in the verbal problem: Tom has five pencils and Mary has three pencils. How many do they have together? This is often true despite the fact that in describing the purely computational problem the child states: five and two are seven.

In social learnings the educable mentally retarded child may have considerable difficulty in seeing the common features of two similar situations separated in time and space. He may quickly learn the rules governing behavior in the school cafeteria line and quietly await his turn at the hot-tables. Three hours later, however, in boarding the school bus he may storm through the line of waiting children in his eagerness to get to his favorite seat.

Such contradictions in the child's academic and social behaviors are the bane of the teacher's existence, not to mention others with an investment in the child's adjustment and progress. Yet, in this area of intangibles, concept formation and generalization, the teacher may effectively manipulate the environment to the advantage of the educable mentally retarded child by:

1. Teaching in such a way that both mechanical and conceptual skills are integral with each lesson and activity.

2. By helping the child to see how a principle with academic or social connotation applies in a variety of situations.

It is not sufficient for the educable mentally retarded child to know how to add. He must also acquire the concept of addition so that he may independently differentiate <u>when</u> to add from any one of a number of arithmetic behaviors available to him. Likewise, in reading, he must learn to recognize words on sight, but he must also learn the concepts they represent if his reading is to have any meaning to him. Devoid of concepts, arithmetic becomes nothing more than exercises with numbers and reading becomes word calling.

In social learnings, the acquisition of concepts underlying many rules for group living is basic to the educable mentally retarded child's ultimate social adjustment. Without concepts for

social behavior the educable mentally retarded child may well become obedient to rules--but only to those rules for which he can foresee immediate enforcement.

Once the teacher has helped the educable mentally retarded child to acquire a conceptual repertoire, the process of generalization becomes more nearly possible. It seems reasonable to assume that the child must have some understanding of a situation before he can effect even a minimal relationship between the given situation and others requiring analogous behavior or action. Thus, it is not only important for the child to learn that he must wait his turn quietly while standing in the cafeteria line but he must also learn <u>why</u> if he is to be expected to generalize this behavior to the school bus line, the line at the local theater, and the line at the drinking fountain.

It is not too difficult to see the relationship between the many academic and social behaviors expected of the adult in our society and the behavior expected of the school child. The major difference between the two may be found in the degree of independence with which the individual anticipates the need for and fulfills behavioral expectations. Just as obvious, the ability to foresee the results of one's behavior is basic to differentiating between the appropriate and inappropriate. The extent, then, to which the educable mentally retarded child in the special class is able to acquire and develop a conceptual base for his academic and social learnings may very well determine the extent to which he will generalize desirably both in his youth and in his adulthood.

Short Memory and Attention Span.--With the phenomena of conceptual learning and generalization still fresh, it might be well to consider two other learning disabilities characteristic of the educable mentally retarded. These are short memory and short attention span. As in the case of other secondary characteristics, these are relative to the memory and attention span of so-called normal children of the same age or, more accurately, to the teacher's conception of the memory and attention span of normal children.

The extent to which these characteristics exist will vary with the child. Some children in a reading group will recall many of the new words learned in a previous session while others will stare at them as though seeing them for the first time. In the same reading lesson, some will begin to fidget or show signs of wavering attention before others.

In the case of the child's characteristically short memory or poor retention of learning, the teacher may be guided by the results of research. Studies show that learnings which have meaning to the student will be remembered longer than those that have relatively little or no meaning. These findings have considerable implication for planning of instruction, provision of learning materials, and the teacher's selection of language in communicating with the children.

The instructional or lesson plans should incorporate and stress the learnings most relevant to the child in accordance with his needs. The principle of conceptual distance should receive prime consideration in the plans. To discuss the implications of city elections with primary level children is conceptually far more remote for them than a discussion of behavior in the school halls.

Learning materials such as texts and seat work should be within the child's limits of comprehension. The teacher must continuously be alert for the factor of comprehension because of the facility some educable mentally retarded children have for "word calling." All too often these children learn to recognize words without learning or understanding their meaning. Through rote learning, they can "read" entire pages without error. In arithmetic, they may learn the mechanics of computation without learning the principles underlying the operation. The teacher can test for comprehension in reading by asking the child to relate in his own words what he had read. In arithmetic, she can base a verbal problem on an arithmetic skill with which he has demonstrated facility.

The level of the teacher's language will often determine how long, if at all, the children will remember rules, directions, and other information to be retained. If the teacher employs language beyond the comprehension of her class, she will probably hold their attention while her voice dominates the scene but not for long after. Lack of comprehension rather than short memory span may be the reason some of those supposed to be doing seat work start the parade to the teacher's side for a repetition of directions.

Another pertinent result of research indicates that materials that are overlearned are retained longer than those learned only to familiarity. For example, in teaching a child a new word, the child may identify it correctly after the fifth presentation. The teacher may stop there and go on to a new word or she may go right on working with the same word with a number of presentations beyond the fifth. The probability that the child will remember the new word longer is enhanced by the few additional presentations of the word. This will hold for other learnings as well.

Duration of attention span may also be related to the extent to which the child comprehends or is interested in what is going on around him. Even as adults, most of us have become involved in situations that are beyond our comprehension or of little interest. This may have been a lecture, concert, or movie. The tendency of most, under these conditions, is to leave the scene in the most acceptable manner. If we cannot get up and depart, we may doodle, read the ads on the program, or doze. Educable mentally retarded children will also leave the scene in their own way once they lose understanding or interest in proceedings. They cannot get up and leave the circle or their desk without attracting censure so they fidget, poke, hum, day dream and invent activities with greater appeal to them.

Again, manipulating the classroom environment may help the teacher ameliorate the secondary characteristics of limited memory and short attention span. By ascertaining that classroom work is within the comprehension of the children and by organizing activities and materials so that they stimulate the interest of the children, the teacher may effectively reduce learning loss and disciplinary problems.

Limitations in Incidental Learning.--The typical classroom learning situation has both a central theme and information peripheral to the theme. Some peripheral information might be contributory to the central theme while some might be quite irrelevant. Both types of information comprise the learnings which are termed incidental. For example, in a lesson in simple grouping the central theme might be the discrimination of groups of three from groups of two. As learning aids, the teacher might use blue irregular counters for the groups of two and yellow blocks for the groups of three. The identification of the contrasting

colors and shapes of the learning aids might be considered information contributing to the central theme. The material relationship between the blocks and the table top, the teacher's costume, number of children in the group, and the lighting in the room might be considered irrelevant to the lesson.

As compared with normal children, the educable mentally retarded child will frequently learn something about the central theme but very little, if anything, incidental to it. He may learn to differentiate the group of three from group of two in the lesson cited above. It is likely, however, that he will not learn very much about the materials with which he worked. He might not see that the yellow in the blocks and the blue in the counters are not only a part of the learning materials but that they also have intrinsic value as colors. This may be so despite the fact that the teacher used the colors as cues stating, "Hand me three yellow blocks."

The educable mentally retarded child's limited ability to learn incidental information indicates that the teacher cannot take for granted that the child will acquire information simply because it is immediately in his presence. Further, it means that the teacher will have to plan in considerable detail not only how she is going to present the central theme but also which of the peripheral learnings she wants the child to acquire.

It is possible, with some educable mentally retarded children, to increase the amount of incidental learning by helping them to increase their skills in observation. This must be a calculated plan wherein the teacher helps the children to identify the central theme and then to look beyond the central theme to the other factors in the setting.

In the lesson on the fireman as a community helper, the class may be discussing a picture of a fireman from the viewpoint of his contribution toward protection. Once it appears that the children have a good grasp of this theme, the teachers can begin to draw the children's attention to the uniform and equipment. Occasionally, the teacher should draw the children back to the central theme so that the prior learning will not become overwhelmed by the incidental learning.

Most important, the teacher must study each area of learning to ascertain the facts and skills to be acquired by the child. Rarely can the teacher take for granted that educable mentally retarded children will learn simply because they are in the immediate vicinity of information. After ascertaining the facts and abilities to be learned, the teacher must studiously incorporate them in the totality of the lesson.

Retarded Language Development

When one considers the role of conceptualization, generalization, and rote learning in the development of language, it is not too surprising to find that many educable mentally retarded children are markedly retarded in this respect. In language ability, the educable mentally retarded child most nearly approximates a level consistent with his mental age. This is often true of both his ability to produce language and the quality of the language itself.

At the primary level, some educable mentally retarded children exhibit speech defects typical of the pre-school child. Baby talk and imperfect articulation are not only evident but also persist for some time. Immediate and concerted action by

both the speech therapist and the classroom teacher is necessary if the child is to make progress at an effective rate. It would be very unrealistic to assume that the special class teacher has the time or critical skills necessary to effect a change in the child's speech production. It is just as unrealistic to assume that time will "cure" the speech defect.

The fact is, the educable mentally retarded child pays a considerable penalty if his speech defect is permitted to go unremedied by a speech therapist. The time that the teacher might devote to helping him develop an expanded, effective vocabulary is necessarily spent in helping him learn to produce words clearly. Thus, the acquisition of higher skills in communication are delayed. Further, an obvious speech defect has a psychological impact on the child in that it draws undesirable attention to him.

If this is permitted to persist, the child may develop an aversion to speaking and minimize his efforts in this skill as a protective measure.

One of the more prevalent language characteristics of some educable mentally retarded children is their tendence to limit their communication to single words or fragments of sentences. While this mannerism in normal or gifted children might be attributed to laziness or sloppy habits of communication, in the educable mentally retarded child it might be due to impoverished ideas or concepts as well as a limited vocabulary.

The development of a functional vocabulary is a major goal in the education of educable mentally retarded children. Learning to identify new words is but a preliminary stage in this development. The child must also be helped to learn, to the best of his ability, the meanings of words as well as the multiplicity of concepts associated with them.

Once the child shows evidence of expanding his vocabulary, he should undergo considerable practice in using the new words within the context of sentences. This may take considerable urging and encouraging but it is only through long and constant practice that acceptable language habits will be developed.

The teacher has many language situations to exploit in helping the child make progress in language development. These range from conversational situations to more complex dramatizations of life situations and role playing.

Educability

The most important and constructive characteristic of the educable mentally retarded child is the fact that he is educable. All too often the phrase "educable mentally retarded" rolls off the speaker's tongue as a verbal label without any recognition of the fact that the very use of the label signifies that the child can learn-- that he is in some degree amenable to education as it is defined in the public school frame of reference.

The fact that the child is educable means that he has the potential to profit from a learning situation that takes into account all of the characteristics discussed earlier according to the frequency and intensity that they exist in the individual child. Fortunately, while educable mentally retarded children, like others, exhibit individual differences, they also generally have commonalities in ability, performance, and behavior that permit for both individual and group programming and instruction.

The crucial factors in dealing with the educable mentally retarded child's characteristic of educability are the extent to which the teacher is trained and able to work constructively with them, the extent to which teachers and administrators plan and develop a consistent educational program for them and the ability of teachers and administrators to carry out a comprehensive program of education for them that will fulfill the long-range goals of public school education.

SOCIAL STUDIES

The role of social studies instruction is to help each child understand the human relationships within his environment and to deal effectively with the problems involved in those relationships.

The social studies section has been organized to include the fundamental learnings which, from the viewpoint of the special classroom teachers, are pertinent in giving the educable mentally retarded child an understanding of himself and his social world.

The learnings selected are those that require continuous application throughout the child's school life and therefore appear at all levels. They, however, should be treated with increased understandings in terms of the child's life age, mental age, present interests and possible future needs. For example, in the area of self at the primary level, identification will be concerned with the child and his immediate family, at intermediate level with broader application including the student, his family and his friends and at the advanced level, with the student's family, friends and possible future associates.

The instruction in this area should be both direct and indirect. The indirect instruction will grow out of natural daily living experiences in the classroom and the school. This will give the child practice in understanding social situations that help to make him acceptable in group living.

The direct instruction will come through units or problems relative to home, neighborhood and community relationships and/or units or problems on history and government of the state and nation. The emphasis will be always on helping the child grow into a cooperating citizen.

Social studies provides for integration with other areas of the curriculum. Arithmetic, art, music, language arts, physical education, practical arts, science, health and safety, are natural areas for the extension of social studies experiences.

SOCIAL STUDIES

AREA	PRIMARY	INTERMEDIATE	ADVANCED
SELF	IDENTIFICATION name age physical characteristics (gross likeness and difference) address telephone number personal preferences toys pets games friends books songs food family member clothing favorite color records radio/TV programs	IDENTIFICATION written name (first & last) birthday (month and day) Physical characteristics (fine likeness and difference) address (written) telephone number (written) parents' name sibling's name names of children in class personal preferences belongings pets games friends books songs food family member clothing favorite color records radio/TV programs clubs hobbies sports chums and buddies	IDENTIFICATION full name written birth place--birth date (month, day and year) Physical characteristics (physical differences--height, weight, sex and race) address (written) telephone no. (written) parent or guardian's name (written) sibling's name (written) names of children in class church or religious preference personal references personal preferences belongings pets games friends books songs food family member clothing favorite color records radio/TV programs clubs hobbies sports chums and buddies friend (dating)

SOCIAL STUDIES

AREA	PRIMARY	INTERMEDIATE	ADVANCED
SELF	AT HOME as a dependent member chores recreation personal health AT SCHOOL in relation to: teacher desk room lavatory classmate principal custodian other teachers patrol school nurse school doctor school dentist cafeteria workers auditorium auxiliary personnel (speech teacher, counselor, etc.) room duties room rules	AT HOME as a cooperative member with the family and its individual members chores recreation personal health daily routine AT SCHOOL in relation to: teacher desk room lavatory classmate principal custodian other teachers patrol school nurse school doctor school dentist cafeteria workers auditorium auxiliary personnel (speech teacher, counselor, etc.) friends in other grades room duties room rules building playground school neighborhood	AT HOME as a contributing family member inter-acting with other persons and groups chores recreation personal health daily routine home maintenance household management child care and training sex education AT SCHOOL inter-relationships: teacher locker room rest room peers principal custodian other teachers patrol school nurse school doctor school dentist cafeteria workers auditorium auxiliary personnel (speech teacher, counselor, etc.) friends in other grades room duties room rules building playground school neighborhood

SOCIAL STUDIES

AREA	PRIMARY	INTERMEDIATE	ADVANCED
SELF			school sponsored extra curriculur activities driver training personnel vocational guidance personnel school clubs on the job training
HOME AND FAMILY	HOME IDENTIFICATION kind of house rooms in house location work father mother	HOME IDENTIFICATION type of house rooms in house location upkeep work father mother girls boys	HOME IDENTIFICATION type of house rooms in house location maintenance work family relations family finance marriage
	recreation participation outings sports trips parties	recreation participation outings sports trips parties books	recreation participation outings sports trips parties books records local clubs and organizations
	observation TV radio movies sports and games	observation TV radio movies sports and games	observation TV radio movies sports and games

SOCIAL STUDIES

AREA	PRIMARY	INTERMEDIATE	ADVANCED
NEIGHBORHOOD	IDENTIFICATION location country town recreational facilities stores religious differences racial differences nationality differences	IDENTIFICATION location country town recreational facilities businesses relationships (personal and business) family groups transportation religious differences racial differences nationality differences	IDENTIFICATION location country town recreational facilities businesses relationships (personal and business) family groups transportation job opportunities religious differences racial differences nationality differences
COMMUNITY	IDENTIFICATION location address physical geography community helpers milkman policeman groceryman postman baker fireman nurse doctor druggist TV repairman telephone repairman plumber gas station attendant street cleaner garbage collector bus driver clergyman teacher	IDENTIFICATION location address physical geography specific occupations dairy police department food stores post office bakery fire department health services communication services various repair services public services transportation services religious workers education services	IDENTIFICATION location address physical geography jobs in specific occupations dairy police department food stores post office bakery fire department health services communication services various repair services public services transportation services religious workers education services

AREA	PRIMARY	INTERMEDIATE	ADVANCED
COMMUNITY	IDENTIFICATION civic responsibility school rules home rules protecting private property protecting public property voting facilities recreation movies parks and playgrounds swimming pools education school library services civic place of worship community centers post office fire station police station court house Community Chest	PURPOSE civic responsibility school rules home rules protecting private property protecting public property voting service organizations (Red Cross, United Fund) local laws facilities recreation movies parks and playgrounds swimming pools education school library services civic place of worship community centers post office fire station police station court house Community Chest	PARTICIPATION civic responsibility school rules home rules protecting private property protecting public property voting (registration, etc.) service organizations (Red Cross, United Fund) local laws national laws taxes registration for draft facilities recreation movies parks and playgrounds swimming pools bowling alleys education school library services civic place of worship community centers post office fire station police station court house Community Chest

AREA	PRIMARY	INTERMEDIATE	ADVANCED
COMMUNITY		public taxi service newspaper telephone bank telegraph public trans. depots health hospital	public taxi service newspaper telephone bank telegraph public trans. depots power and light health hospital T.B. Centers Mental Health Clinics
HISTORICAL HERITAGE	IDENTIFICATION-HOLIDAYS Columbus Day Halloween Thanksgiving Christmas Lincoln's Birthday Valentine's Day Washington's Birthday Easter New Year's	PURPOSE-HOLIDAYS Columbus Day Halloween Thanksgiving Christmas Lincoln's Birthday Valentine's Day Washington's Birthday Easter New Year's Labor Day Memorial Day	CONTRIBUTIONS-HOLIDAYS Columbus Day Halloween Thanksgiving Christmas Lincoln's Birthday Valentine's Day Washington's Birthday Easter New Year's Labor Day Memorial Day
DEVELOPMENT OF OUR COUNTRY	IDENTIFICATION HISTORICAL Early Columbus Washington flag	PURPOSE HISTORICAL Early Columbus Washington flag Lincoln historical characters and pioneers Recent World War II	CONTRIBUTIONS HISTORICAL Early Columbus Washington flag Lincoln historical characters and pioneers Recent World War II World War I United Nations

SOCIAL STUDIES

AREA	PRIMARY	INTERMEDIATE	ADVANCED
	Current president ECONOMIC natural resources water forest inventions SOCIAL school welfare GOVERNMENTAL president superintendent of schools	Current local leaders national leaders ECONOMIC natural resources water forest farmland minerals animals (domestic and game) inventions SOCIAL educational system welfare system GOVERNMENTAL president governor superintendent of schools	Current local leaders national leaders ECONOMIC natural resources water forest farmland minerals animals (domestic and game) inventions SOCIAL educational system welfare system unions service organizations GOVERNMENTAL president governor superintendent of schools national constitution election conventions state constitution election city officials election

HEALTH

Purposes

Health education has to do with developing a way of living to achieve effective, happy mature day-by-day behavior.

A sound health education program identifies the health needs and interests of pupils at different periods of growth and development, and meets these needs and interests by means of learning experiences that:

Provide scientific information regarding personal and community health

Motivate desirable attitudes concerning healthful living

Inspire wholesome health habits and practices

Although the primary responsibility for the health of the child rests with the parents, it is necessary for the homes, schools, and community health and welfare agencies to work together if each pupil is to achieve and maintain his maximum potential in health.

School health educatior reinforces and supplements the efforts of the home.

Pupil Experiences

School health education offers opportunities for many kinds of experiences in the classroom and in the total school environment.

The sources of these experiences are the four phases of the school health programs:

Health instruction

Health services

Health environment

Coordination of school and community health program

HEALTH (Cont'd)

Guiding Principles

Effective health instruction utilizes all phases of the school health program for health education experiences.

Health instruction:

Prepares pupils for health examinations, vision screening, hearing tests, dental and other surveys, and visit of the school nurse, school physician, school dentist, and other health specialists

Includes problem-solving activities that arise in healthful living

Helps pupils learn about personal and community health problems and the responsibility of each person to cooperate in:

Health practices concerned with foods and nutrition

Development of social-emotional adjustment

Communicable disease control

Sanitation

Health instruction consists of:

Specific health lessons

Integration with other subjects

Incidental learnings

The most important motivating factor in health learning is the personal example and feeling of the teacher.

The influence of the teacher's own physical, emotional and social health upon the health education of pupils cannot be overestimated.

It is the teacher who establishes the emotional climate of the classroom.

To help the teacher fulfill his responsibilities in health instruction, the following pages outline the content of health learnings appropriate to each grade.

SAFETY

Purposes

The purpose of safety education is to assure safe living within the child's environment.

Safety education should continue to the enrichment of all areas of living and should develop an increasing awareness of the true value of human life and physical well-being.

The child's recognition and avoidance of hazards, and his concern for the safety of others is the goal of the elementary school safety program.

At the conclusion of school, children should have acquired a basic understanding of a young citizen's responsibility for the safety of himself and his society.

Pupil Experiences

Purposeful experiences in safety include:

Learning to live safely in various ways predicated upon the individual's reaction to his own experiences

Helping the child to recognize hazards of the environment

Providing experiences in school that are continuous and consistent with the standards of the school

Offering instruction and suggestions for the elimination of hazards and for safe practices to be followed

Emphasizing and re-emphasizing the habits, attitudes, values, skills, and appreciations necessary for safe living in one's environment

SAFETY (Cont'd)

Guiding Principles

Effective guiding principles for the teaching of safety include:

Providing a program which incorporates accident and fire prevention

Recognizing the inter-relationships of pupils, staff members, and parents both as individuals and in cooperative group activities

Stressing that all the safety activities taught in the schools lead to a safer way of life in the home, the school, and in the community

AREA	PRIMARY	INTERMEDIATE	ADVANCED
HEALTH			
Cleanliness and Grooming	Care of hair, hands, and fingernails	Responsibility for wearing appropriate clothing	Importance to social acceptance, physical health, and mental health
	Use of clothing	Importance of personal hygiene	
Posture	Correct sitting posture, maintaining a distance of 4" to 6" between child and table	Relationship between fatigue, appearance, diet, shoes, and posture	Correct body alignment
	Correct standing posture		Social values of poise
Dental Health	Importance of teeth for appearance, speech, chewing	Causes of decay	Prevention of tooth decay
	Care of teeth	Structure of teeth	Importance of dental examinations
		Regular visits to dentist	Relationships to good grooming
Care of Eyes, Ears, and Nose	Development of desirable habits	Function and care of the eyes, ears, and nose	Value of examinations
	Protection from foreign objects		Importance of protection in daily use
	Importance of proper nose blowing		
Rest and Sleep	Importance of relaxation after exertion, before bedtime	Recognition of individual signs of fatigue	Opportunities and ways to relax
	Necessity for adequate sleep	Requirements for adequate sleep (clothing, ventilation, etc.)	Understanding of the need for sleep

HEALTH AND SAFETY

AREA	PRIMARY	INTERMEDIATE	ADVANCED
HEALTH			
Foods and Nutrition	Importance in choice of adequate meals	Information about digestion	Importance of wholesome food production related to health
	Development of good eating habits	Nutritional value of the basic foods (proteins, fats, vitamins, etc.)	Information about vitamins and nutritional fads & fallacies
Prevention and Control of Diseases	Identification and control of germs	Importance of rest, food, cleanliness, immunization	Prevention and control of infectious diseases
	Importance of regular health examinations	Periodic health examinations	Relationship to life span
	Cautions regarding uses of medications	Causes of disease	Consideration of family members when they are ill
Emotional and Social Health	Pleasure in sharing and taking turns	Respect for self and others	Meanings of personality, interest, ability, capacity
	Importance of courtesy and kindness	Importance of cooperation, facing reality, observance of social skills	Introduction to career-planning in the world of work
	Satisfactions from acceptable work habits	Relationship between rest, diet, and behavior	
	Creative experiences		
Growth and Development	Nutritious foods	Relationships of adequate diet, activities, sufficient sleep, to growth and development	Understanding of traits inherited, acquired, and developed
	Adequate rest and sleep		
	Outdoor activities	Information about body systems: circulation, respiration, elimination	Boy-girl relationships

HEALTH AND SAFETY

AREA	PRIMARY	INTERMEDIATE	ADVANCED
HEALTH Community Health	Individual's obligation for cleanliness of classroom, lunch areas, lavatories, drinking fountains Community protection of foods	Functions of official health agencies Careful selection of eating places	Accidents--basic principles of first aid Factual information regarding the proper and/or legal use of alcohol, tobacco, drugs, and narcotics

HEALTH AND SAFETY

AREA	PRIMARY	INTERMEDIATE	ADVANCED
SAFETY As Pedestrians	Using marked crosswalks or controlled intersections Waiting for safe gaps in traffic Crossing with a new green light	Cooperating with and taking advice from law enforcement officers	Continue to develop and practice safety precautions Develop knowledge of the moral and social responsibility toward other pedestrians
Going to and From School	Respecting property of others Refraining from throwing rocks and other objects	Refraining from teasing and fighting	Understand safety needs as related to all vehicular traffic Continue to practice a democratic attitude as it relates to people and property
On the Playground	Refraining from lifting and carrying other children	Cooperating with, and taking advice from teachers and safety club members	Continue to assume responsibility for safe use and maintenance of equipment Continue safe practices in gymnasium and on athletic field
In Buildings and Classrooms	Walking in center of halls Passing to the right Opening and closing doors with caution Using tools and supplies correctly	Knowing how to transport equipment safely	Continue to accept individual responsibility for maintenance of building and classroom safety Be aware of the need for, and correction of, potential safety hazards

HEALTH AND SAFETY

AREA	PRIMARY	INTERMEDIATE	ADVANCED
SAFETY During Emergency Drills	Learning proper conduct	Recognizing the seriousness of drills Developing a code of conduct for the individual	Increase ability to use judgment and leadership in emergency-drill situations Continue to develop understanding and practice of individual responsibility
In Fire Prevention	Using home appliances and keeping safe distance from open fires and heaters Learning about the safe handling of matches	Emphasizing techniques for the prevention of fires	Increase knowledge of safety with regard to potentially dangerous materials Develop knowledge of safe use of fire-fighting methods and equipment
At Home	Using care in reaching for and handling hot liquids Reporting to parents the presence of hazards such as discarded ice boxes and refrigerators Safeguarding pets Learning the hazards of plastic bags Identifying household poisons (skull and crossbones)	Knowing how or where to find address and telephone number of doctor, of emergency hospital, fire department and law enforcement agency	Continue to develop ability to use initiative to correct potential safety hazards Develop knowledge and practice of safety-first

Language Arts--listening, speaking, reading and writing--are the skills necessary for communication and the tools by which knowledge is acquired and integrated. They are the skills, however, which are quite difficult to develop in the child who is educable mentally retarded because of their positive relationship to intelligence. The teacher, therefore, cannot leave the development of these skills to incidental learning but must develop them through a carefully planned instructional program. Through adaptation of instruction to the learning abilities and disabilities of the educable mentally retarded, application of special methods and use of good teaching devices, it is possible to develop these skills to a level of achievement adequate for most children to function effectively in society.

The instructional program for the educable mentally retarded must be designed to:

1. Systematically take the child from one stage of development of these skills to another.

2. Coordinate and integrate them with all of the child's school experiences and subject-matter areas.

The section of language arts has been organized to show the stages of development in the various skills. The discussion of each topic is intended as a guide to the adaptation of the instruction and not as the methods to be used.

LISTENING AND SPEAKING

The ability to listen and to speak are the keys to much of the child's learning. The child of average intelligence usually comes to school with adequate listening and speaking ability. This is not always the case with the child who is educable mentally retarded. He often must be started in the very early stages of training to listen purposefully and speak effectively. Because he encounters so much difficulty in developing these fundamental skills, specific and consistent training must be undertaken in both.

Listening may be developed through such avenues as stories, music and conversation. Specific exercises with listening as the objective should be planned and carried on at all levels of the child's maturity. Since listening and speaking are so interrelated it is difficult to separate the teaching of them. A specific differentiation in presentation is not necessary so long as each receives the emphasis at the appropriate time and stage of development.

In addition to being slow in developing adequate speech the educable mentally retarded child may have defects in the speech he has acquired. The development of speech often must include the development of language and the correction of speech defects. If the defect is serious, provisions should be made for a diagnosis and, if needed, a special instructional program should be devised. In some cases the speech therapist may assume this job. In others the special classroom teacher will have this responsibility. Whenever special personnel is available, the special class should have the cooperation and guidance of their services.

The language development program should not be confined to a separate period but should be a part of all of the school experiences. Real life experiences make the best situations for encouraging speech. Therefore special activities planned toward development of language should be included in all areas of the school program.

The goals in language development are:

1. To build up each child's understanding of language.

2. To develop for the child an adequate speaking vocabulary.

3. To help him express himself clearly and in a logical manner.

To reach these goals the child must be taken from one stage of development of language to another at his own rate of growth and mental development.

An effective vocabulary can be developed through experiences in unit work, trips, stories, games, music and the like. Opportunities for practice in expressing himself should come through sharing reports, discussion, dramatization, story telling and asking and answering questions. Progress is made most rapidly in a situation where the child can feel relaxed and secure.

READING

Learning to read is one of the most important acquisitions for any child. This skill is basic to many activities both in childhood and at maturity. The ability to read is the key to adquate social-occupational adjustment. Reading is more than the ability to recognize and enunciate words. It encompasses word recognition and comprehension and places a premium on the ability of the child to integrate ideas achieved through the reading process into every-day behavior.

Educable mentally retarded children have considerable difficulty in acquiring widespread skills in reading. Their problems in this area are directly related to their comparative difficulty in handling abstractions, developing generalizations, and in expanding concepts. For these reasons, the reading program for educable mentally retarded children must provide for a thorough and consistent development of skills. A specific period of time should be allocated each day for instruction in reading. The amount of time should conform to the characteristics of the children as evidenced by attention span and interest. This will vary from level to level. The reading program should be geared to the rate of development of the children and should commence at their ability level. A thorough consideration of these requirements will guide the teacher in forming reading groups and in the preparation of seat-work activities.

In selecting a reading series and in planning reading activities for the educable mentally retarded the teacher may be guided by the knowledge that the discrepancy between chronological and mental age effects levels of interest and motivation needed for independent reading. The extent to which the child has command of functional language will also help the teacher select relevant texts and activities.

Reading materials which provide meaningful and stimulating repetition of learning tasks are assets to the program. When available reading series do not provide repetition to the extent that it is required, the teachers may augment the series with reading materials derived from experiences of the children in the reading group. In the case of beginning readers, such teacher-prepared materials are often more acceptable to the children than are the pre-primers and primers dealing with relatively immature subject matter. Teacher-prepared material however cannot be developed on a hit and miss basis. It must be developed on a basic reading vocabulary

which allows sufficient repetition for mastery of the vocabulary at any one level before moving to another level.

The concept of readiness for reading must receive broad consideration in planning the reading program for the educable mentally retarded. Readiness for reading is not limited to displayed competence in tasks involving visual and auditory dis cr imination. Readiness must be considered in practically every phase of the program by providing the child with an experiential background for each stage of the program.

In developing the instructional program, the teacher should use a method that seems most nearly to accommodate the needs of educable mentally retarded children. A method that exploits the educable mentally retarded child's tendency to grasp the concrete and at the same time helps him to proceed to related abstractions is more effective than a purely rote method. The more desirable method not only enhances mechanical skills in word recognition but also provides the concept which the word symbol represents.

Ultimate levels of reading achievement will vary from student to student. The range of ability may, in some cases, extend from primary to a 4th or 5th grade reading level. Some children may be able to read from texts at these levels and above. In most cases, the ability to recognize words will exceed comprehension. The logical criterion for reading is, of course, the ability to comprehend that which is read.

Regardless of the reading achievement level of the educable mentally retarded child, it should be the teacher's objective to develop his reading skills to the utmost. Toward this end, the reading program should be realistic, it should provide the child with a conceptually based sight vocabulary, it should equip the child with a system for an independent attack on new words, it should be so planned as to provide a comfortable and successful sequence of experiences leading to the application of reading skills in both leisure time and functional situations.

WRITING AND SPELLING

Writing and spelling are the tools of written communication and are difficult skills for the educable mentally retarded child to acquire if he is not guided carefully through the various stages in writing development. Writing should not be started until the child is ready for it as evidenced by adequate motor coordination and skills of visual discrimination. Spelling is dependent upon the child's ability to read and write. His need for these two skills in life will be predominately functional and therefore should be approached from a functional point of view.

Investigations have not designated any one system of teaching writing as the best for the mentally retarded. Manuscript wirting, however, has been found to be very effective for these children for the same reason that it has been useful as a beginning writing system for the child of average intelligence. Since it is more like printing it is easy to read and requires less coordination to write. Writing should be taught through useful material or by using words pertinent to the reading vocabulary, rather than as an isolated skill. The incentive may come from the need the child feels to write his name or, for the older child, to fill out a form for enrollment in a swimming class at the YMCA. When practice on isolated forms is necessary these forms should be put into a meaningful context for the child.

Transfer to cursive writing should not be made until the child has some proficiency in manuscript writing. He should be able to read cursive writing in functional situations, and have a sufficient amount of interest and coordination to attempt it without undue emotional stress. In cases where cursive writing appears to be difficult and disturbing, manuscript writing may be all that will be taught except for the child's name which he should be able to write cursively for business reasons.

The child who comes to the special class with one or both forms of writing should be allowed to continue with the one that gives him the greater security until it can be determined which, if any adjustments are needed in writing.

The emphasis in writing should be on legibility and use, not speed.

The spelling vocabulary, like the speaking and reading vocabulary, should be functional. It should be confined to those words that the child needs to know for every day living situations. The selection of the spelling list is best done by the teacher and should grow out of words needed in subject matter areas, in unit activities, and life situations. The list will consist of basic words needed by all and additional words selected on individual interest and capacity. The method the teacher uses should be based on the learning abilities and disabilities of the educable mentally retarded child. Regardless of the method used it should be systematic and avoid learning by rules.

The child should not be required to learn to spell words that are not in his sight vocabulary, that he does not comprehend and that he cannot pronounce accurately. The number of words to be learned at any one time should be determined by the interest and capacity of the child to learn. It is possible to test rather precisely for learning rate for spelling just as it is for reading vocabulary mastery.

On the following pages, the stages in the development of the language arts have been related to the most appropriate age level of the children in terms of class placement. This procedure is one method of drawing age and skill into relationship and it should not be interpreted that learnings subsumed under one heading are exclusive to that class level. By the same token, the listing of a skill under a class level does not imply that all children at that level must master the skill before being transferred on to a more advanced class.

It is desirable that teachers devise and impose their own limits of operation according to their evaluation of the children and their abilities.

STAGES OF DEVELOPMENT IN LANGUAGE ARTS

STAGES IN READING	PRIMARY	INTERMEDIATE	ADVANCED
	PRE-READING experience (socialization) purposeful watching purposeful listening purposeful talking purposeful imitating sharing (work and play)	PRE-READING continued as needed	PRE-READING continued as needed
	READINESS auditory discrimination auditory comprehension visual discrimination visual comprehension articulation comprehensive speech	READINESS continued as needed	READINESS continued as needed comprehension communicating ideas
	READING SKILLS left to right orientation associations sequence of ideas development of word attack development of memory span background of information sight vocabulary concept development	READING SKILLS left to right orientation associations sequence of ideas development of word attack development of memory span background of information sight vocabulary concept development	READING SKILLS continued as needed associations sequence of ideas development of word attack development of memory span background of information sight vocabulary concept development
	FUNCTIONAL READING (Instructional) names labels simple charts picture book (words)	FUNCTIONAL READING (Instructional--semi independent) names labels simple charts picture book (words) signs classroom charts instructional charts readers dictionary (picture and simple)	FUNCTIONAL READING (Instructional and independent) signs classroom charts instructional charts readers dictionary

STAGES OF DEVELOPMENT IN LANGUAGE ARTS

	PRIMARY	INTERMEDIATE	ADVANCED
STAGES IN READING (Cont'd.)		recipes	recipes newspaper letters (business-family) magazines catalogues books
STAGES IN WRITING	READINESS listen to directions follow directions verbally express ideas in sequence adequate motor coordination adequate sight vocabulary read manuscript writing	READINESS continued as needed adequate sight vocabulary read manuscript writing write manuscript read cursive writing interest in writing cursive	READINESS adequate sight vocabulary read manuscript writing write manuscript read cursive writing interest in writing cursive read and write cursive
	MECHANICS manuscript	MECHANICS manuscript cursive writing	MECHANICS manuscript cursive writing (independent) printing (as needed)
	FUNCTIONAL Forms (copy stage) words and phrases labels greetings gift tag shopping list date name invitations daily news	FUNCTIONAL Forms words, phrases and sentences labels greetings gift tag shopping list date name invitations daily news signs addresses programs	FUNCTIONAL Forms words, phrases and sentences labels greetings gift tag shopping list date name invitations daily news signs addresses programs

STAGES OF DEVELOPMENT IN LANGUAGE ARTS

	PRIMARY	INTERMEDIATE	ADVANCED
STAGES IN WRITING (Cont'd.)		class newspaper letters recipes	class newspaper letters recipes thank you notes applications forms personal accounts
	Grammar capital letters name days months holidays punctuation period end of sentence abbreviation	Grammar capital letters name days months holidays cities states titles punctuation period end of sentence abbreviation titles (Mr. & Mrs.) question mark comma between dates between addresses	Grammar capital letters name days months holidays cities states titles punctuation period end of sentence abbreviation titles (Mr. & Mrs.) question mark comma between dates between addresses opening of letter closing of letter
STAGES IN SPELLING	READINESS words in speaking, vocabulary words in reading, vocabulary words in writing, vocabulary	READINESS continued as needed SPELLING words in speaking, vocab. words in reading, vocab. words in writing, vocab.	READINESS continued as needed SPELLING words in speaking, vocab. words in reading, vocab. words in writing, vocab.

PHYSICAL EDUCATION

Education through the medium of physical activity is an important part of the school program for the educable mentally retarded child. It affects not only his physical development but his entire personality. The goals of the physical education program are: physical activity of a pleasurable and beneficial nature, acquisition of knowledge and skills needed to effectively use and care for the body, opportunities for achievement of relaxation (apart from intellectual activities), and experiences which are both sociable and socializing. The physical education program provides a natural setting for teaching such social attributes as fair play, taking turns, respect for differences in the performance and skills of others, doing one's best, and carrying one's share of responsibility in a game. While the nature of the physical education activities will change according to the physical and mental maturity of the child, the purposes or goals of the program will remain essentially the same throughout his school life.

The basic needs of the educable mentally retarded child are the same as those of any child. It is also known that physically the educable mentally retarded child is more like the average child than in any other area of development. Occasionally an educable mentally retarded child is observed to participate in the school physical education program with little or no difficulty. This, however, is the exception and not the rule. As the child grows older his mental retardation may handicap him more than his physical limitations in physical activities with his normal peers. For most educable mentally retarded children some adjustment in the physical education program is necessary. To be effective it must take into consideration each child's physical and mental development and attempt to provide physical activities that will take him from one stage of physical development to another.

Different patterns of organization are followed in providing physical activities for educable mentally retarded children. In some schools the special class teacher is responsible for the physical education program; in others the special class group is sent to the physical education teacher; while in some, individuals or small groups of children are sent to physical education in regular classes.

The factors to be considered in determining which pattern is best to follow are: the age and maturity of the child, the school facilities, the attitude of the regular teaching staff in regard to those children, and the availability of qualified special personnel. Regardless of the organizational pattern followed, the special class teacher should look to the physical education personnel for help and guidance.

At the primary level (CA 6-9 years), because of the wide range of physical development among the younger children and their need for individual guidance and direction in physical activity, the program is generally most effective when carried on by the special class teacher. At this level the physical activities should be relatively unstructured stressing large muscle and rhythmical activities and simple games.

While the beginning of cooperative play is started at this level, emphasis is on participation for sheer fun. At this level the instruction periods are of short duration and each child, regardless of his stage of physical development should have an opportunity to find success and satisfaction from the physical activities.

At the intermediate level (CA 10-13 years), co-recreational activities in suitable sports, games and dances are continued with emphasis on

the development of individual skills and the increasing development of over-all motor coordination. Cooperation, competition, leadership, fellowship and individual differences in physical ability begin to become meaningful concepts through team games.

More attention is given to care and use of equipment, respect for property is emphasized. Rhythmical activities continue to be important in the physical education program at this level, with interests beginning to shift to boy-girl activities such as dancing.

At this level, a combination of physical activity with the special class teacher and in regular classes and/or with special physical education personnel is often found to be the best plan; both the teacher's capabilities in this area of education and the children's capabilities are determining factors.

The advanced group (CA 14 years and up), includes children at various stages of adolescence. The physical maturing of the body makes longer periods of physical education activity possible, but fatigue and over-exertion still must be avoided.

Boys and girls will seek separate activities, but also show an interest in co-recreational activities such as social and square dancing. Boys often wish to excel in athletics and to take part in intramural or even varsity sports competition. Team and group games of a relatively high level of organization can be undertaken with considerable success by some educable mentally retarded children, although many will continue to find success and recognition primarily in the special class activities. While participation by all is encouraged, individualized instruction is necessary to adequately develop the skills of those who have less ability than the group in general.

The junior high school or high school physical education program can offer a variety of opportunities for increasing the skills and knowledge of the educable mentally retarded child as well as providing contacts with normal children in regular gym or athletic activities.

At this level, the educable mentally retarded child becomes more clearly aware that acceptance by his peers is highly correlated with the amount of responsibility he can assume and the degree of adequacy with which he can perform in a group enterprise. He must learn more fully the various demands that a group activity may make upon him and the various roles which he may be required to play.

As the educable mentally retarded child endeavors to function more independently and more frequently outside the special classroom, mutual understanding and cooperation on the part of the special class teacher and other personnel such as physical education instructors assumes new importance. Also, at this level the physical education program can contribute immeasurably to developing an interest in and understanding of the value of personal health and grooming. Here, too, attention can be given to the development of leisure-time interests and skills which may carry over into post-school years.

Physical education programs must be based on the over-all growth patterns and needs of children. The discussion of the educable mentally retarded child in relation to physical activities indicate that the characteristic differences of these children must serve as the guide for developing a suitable physical education program for them.

The following chart on general characteristics of the educable mentally retarded has been organized on the three educational levels to show the implications each has in planning activities and selecting equipment. The lists of suggested games, activities and equipment are outgrowths of this chart.

GENERAL CHARACTERISTICS OF EDUCABLE MENTALLY RETARDED CHILDREN

AND THEIR IMPLICATION FOR THE PHYSICAL EDUCATION PROGRAM

CHARACTERISTICS	PRIMARY	INTERMEDIATE	ADVANCED
	Chronological Age Range 6-9 years	Chronological Age Range 10-13 years	Chronological Age Range 14 years beyond
	Mental Age Range 3-7 years	Mental Age Range 5-10 years	Mental Age Range 7-12 years
	full of energy but tires easily	active but still tires easily	capable of longer periods of activity; reluctant to admit fatigue
	heart growing rapidly	rapid physical growth	rapid physical growth and pubertal changes
	mental growth slow	mental growth slow	mental growth slow
	eye-hand coordination incomplete	eye-hand coordination improved	seldom develop skill to participate in intramural or interscholastic competition
	reaction time slow	reaction time slow	
	coordination poor	improved	
	eager to learn but restless; attention span short	some growth in attention span; still restless	adolescent problems exaggerated in the E.M.R.
	desire adult approval	desire for participation with peers	desire for participation and approval of peers
	period of transition from parallel to cooperative play	period of cooperative play; interest in team games	interest in competitive play; interest in team games and sports
	learns best thru simple concrete activities	learns best thru concrete instruction	learn best thru concrete instruction
	enjoy songs and rhythms	enjoy rhythms and dancing in groups	enjoy social and square dancing (boy-girl)
	period of fun-fantasy-fear	boys and girls separate interests in play	separate interests continue
	sex of child not relevant to role in activity	girls more mature than boys	boy-girl interests; dancing
		girls begin "tomboyish" period	
	lack responsibility	begin sense of responsibility	growth in responsibility and self reliance
	quarrelsome	problems of getting along with each other	recognition of shortcomings in each other limited but discernible
	self-care limited	little interest in appearance	interest in appearance becomes more evident

GENERAL CHARACTERISTICS AND PHYSICAL EDUCATION PROGRAM (Cont'd.)

	PRIMARY	INTERMEDIATE	ADVANCED
IMPLICATIONS FOR PROGRAM	DAILY PERIOD 15-30 minutes large space for play in and outdoors rhythmic activities attention to posture attention to health habits group games of low organization attention to fatigue; relaxation exercises attention to participation boys and girls together beginning of cooperative play development of large muscles and body physical fitness fun most important care of equipment	DAILY PERIOD 20-40 minutes playground - gym rhythmic activities attention to posture attention to health habits group games, higher organization attention to fatigue; relaxation exercises attention to participation boys and girls separate; co-educational activities cooperative play training in physical skills begins sportsmanship care of equipment	DAILY PERIOD 30-60 minutes playground - gym dancing; folk, square, social attention to posture attention to health habits team sports and games of high organization attention to fatigue; relaxation exercises attention to participation boys and girls separate co-educational activities competition and cooperation in same activity training in physical skills intensified sportsmanship; socializing care of equipment
SUGGESTED EQUIPMENT	INDOOR OR GYM balls--soft, rubber, large bean bags--board tumbling mats ten pins and balls record player--records rhythm sticks, drums, bells, etc.	INDOOR OR GYM balls--large and small rubber, basket, volley darts and board (suction cup type) shuffle board rings and quoits table tennis tumbling mats ten pins and balls record player--records rhythm sticks, drums, bells, etc.	INDOOR OR GYM balls--basket, volley darts and board (suction cup type) shuffle board horseshoes and pegs table tennis tumbling mats record player--records

GENERAL CHARACTERISTICS AND PHYSICAL EDUCATION PROGRAM (Cont'd.)

	PRIMARY	INTERMEDIATE	ADVANCED
SUGGESTED EQUIPMENT	OUTDOOR sand box jungle gym swings slides horizontal bars tire casings (to roll and to crawl through) balls--large rubber jumping ropes, tug-of-war ropes	OUTDOOR jungle gum swings slides horizontal bars tire casings (to roll and to crawl through) balls--large rubber soccer ball volley ball, net basket ball, goals soft ball, canvas bags, bats jumping ropes, tug-of-war ropes climbing poles and ropes	OUTDOOR swings horizontal bars balls--large rubber soccer ball volley ball, net basket ball, goals soft ball, canvas bags, bats tug-of-war ropes ropes climbing poles and ropes
SUGGESTED SKILL OR TYPE OF ACTIVITY Skills of Locomotion	EXAMPLES	EXAMPLES	EXAMPLES
Walking	walking Crow Race Line Walking	Follow the Leader Elephant Walk	
Running	Swat 'Em Squirrel in Tree Hook on	Link Tag Last Couple Out Club Snatch Shuttle Relay Fire Engine Floor Tag	sprints distance runs
Jumping	Jump the Brook Jack be Nimble jumping the rope	jump and touch skip rope relay	standing high jump running high jump standing broad jump running broad jump hurdles
Hopping	run and hop Hopscotch I Spy	Lame Fox and Chickens Farmer and Crow relay	standing hop step, jump and hop

GENERAL CHARACTERISTICS AND PHYSICAL EDUCATION PROGRAM (Cont'd.)

	PRIMARY	INTERMEDIATE	ADVANCED
Skills of Locomotion (Cont'd.)			
Leaping	Leap Frog	cartwheels	Cossack Dance
Skipping	obstacle races skipping Double Circle	stoop tag skipping relays	leaping gaps or ditches skipping in dancing
Sliding	stunts Csebogar Sellenger's Round	Statues Seal Walk	base running and sliding roller skating ice skating
Galloping	Double Circle galloping and skipping	Galloping Broncos Follow the Leader	gallop relay
Using Body in Work and Play			
Lifting	pick-up races relay races	lifting and carrying (attention to proper way)	passing relay
Carrying	stealing sticks pick-up races	lifting and carrying (attention to proper way)	Potato Race
Climbing	stairs inclines	jungle gym ladder	poles ropes
Hanging	horizontal bars	Hang Tag	chinning rings
Pushing and Pulling	forward roll Chinese Get-up Poison Fight push-up from knees	Tug-of-War King of Mountain Shuffleboard	trapeze push-ups sit-ups Indian Wrestling
Skills Stressing Coordination			
Stopping	Butterflies and Flowers Magic Carpets Giant Steps	Statue Stop the Music Kick Ball (stop at base)	Touch Football
Dodging	Cat and Mouse Bird Catcher Hound and Rabbit	Dodge Ball Keep Away Strike and Chase Telephone Tag	basketball, football Circle Race Dodge Ball Circle Zigzag

GENERAL CHARACTERISTICS AND PHYSICAL EDUCATION PROGRAM (Cont'd.)

	PRIMARY	INTERMEDIATE	ADVANCED
Skills Stressing			
Coordination (Cont'd.)			
Tossing	leader and class Toss Ball Ring Toss	darts Bean Bag Toss	Dart Baseball
Throwing	throw for distance Circle Stride Ball	throw for distance End Ball baseball	throw for distance goal shooting run and throw baseball circling passing relays throwing shuttles
Catching	Center Ball Ring Call Ball toss and catch	Indian Ball Trades forward pass and catch	
Kicking	Kick it and Run Kick Bag Race	Kickball Two-Base Kick Hitpin Baseball	Kick Hide-Seek Kick Baseball
Hitting	pounding (pegboard)	pounding softball volleyball table tennis	punching bag softball volleyball table tennis soccer, field hockey
Rhythmical Activities	interpretive rhythms Round and Round the Village Did You Ever See a Lassie How Do You Do My Partner	Skip To My Lou Pop Goes the Weasel folk dancing interpretive dancing	square dancing social dancing
Miscellaneous Activities	dramatic play activities	swimming	swimming, diving, wrestling (only when trained person to teach)

The arithmetic program has two closely integrated phases--mathematical and social. The mathematical phase deals with the number system and the computational processes; the social, with application of those situations that arise in every day living. Both phases must be presented to the educable mentally retarded child if he is to gain a working knowledge of arithmetic. However, because of his limited ability to associate ideas and experiences and his comparatively lesser need for arithmetical facts, only the elementary skills are required; the emphasis being placed on the social aspects of the program.

The instruction should have a threefold approach; incidental instruction, planned instruction and instruction correlated with unit activities.

The incidental instruction should be carried out whenever opportunities for arithmetic learning present themselves in the social living experiences of the child.

Paralleling the incidental instruction should be the planned instruction and that of arithmetic correlated with other unit activities. The correlated instruction will grow naturally out of the unit activity. The planned instructional program should follow a schedules sequential routine which will develop number awareness, number concepts and the fundamental processes. It should provide opportunities for combining the concepts and processes as well as giving sufficient, meaningful practice to enable the child to use his arithmetic knowledge in daily life situations involving numbers.

The content consists of the following elements: form discrimination, counting, number concepts, money, vocabulary, measurements and combining numbers. It is felt that this formulation offers excellent possibilities for the development of a simple rating scale to be used by the teacher in taking inventory of the progress of a child in arithmetic.

ARITHMETIC

AREA	PRIMARY	INTERMEDIATE	ADVANCED
FORM DISCRIMINATION	OBJECTS Concrete geometric figures blocks balls	OBJECTS Concrete geometric figures parquetry blocks	OBJECTS
COUNTING	CARDINALS one through 10	CARDINALS 11 through 100	CARDINALS 100 beyond
NUMBER CONCEPTS	VALUE one through 10	VALUE 10 through 50	VALUE 50 beyond
	SYMBOLS one through 20	SYMBOLS 21 through 100	SYMBOLS 100 beyond
	SEQUENCE one through 20	SEQUENCE 21 through 100 2's to 20 5's to 100 10's to 100 3's to 30	SEQUENCE 100 beyond 2's to 100 5's to 100 10's to 100 3's to 30
	ORDINALS first through 6th	ORDINALS 7th through 31st	ORDINALS 31st beyond as needed
		PLACE VALUE ones tens	PLACE VALUE hundreds thousands
MONEY	COUNTING coins two nickels one dime ten pennies	COUNTING coins two nickels one dime ten pennies coins to $1.00 bills to $10.00	COUNTING coins to $1.00 bills to $10.00 $10.00 and beyond

ARITHMETIC

AREA	PRIMARY	INTERMEDIATE	ADVANCED
COMBINING NUMBERS	GROUPING within 2 to 10	GROUPING within 10 to 18	GROUPING within 18 and beyond
	ADDITION facts 1 through 10	ADDITION facts 1 through 10 facts 10-18	ADDITION facts 10-18 in hundred or more as needed in figuring price, etc.
VOCABULARY	ADDITION TERMS AND SYMBOLS answer problem count add to (+)	ADDITION TERMS AND SYMBOLS plus (+) column carry	ADDITION TERMS AND SYMBOLS Plus (+) column carry sum
	SIZE AND AMOUNT TERMS more--less big--little long--short large--small many--few heavy--light high--low tall--short all--enough--some none (not any)	SIZE AND AMOUNT TERMS many--few heavy--light high--low tall--short all--enough--some none (not any) double average reduce	SIZE AND AMOUNT TERMS all--enough--some none (not any) double average reduce amount fractions mixed numbers gross contents

AREA	PRIMARY	INTERMEDIATE	ADVANCED
VOCABULARY (Cont'd.)	LOCATION TERMS under--over bottom--top first--last high--low middle above--below far--near in front of--behind begin--end beside around left--right	LOCATION TERMS middle above--below far--near in front of--behind begin--end beside around left--right center edge	LOCATION TERMS far--near in front of--behind begin--end beside around left--right center edge story (floor of bldg.) scale of miles
	COMPARATIVE TERMS young-er old-er few-er less larger--smaller longer--shorter more or less	COMPARATIVE TERMS young-er-est old-er-est few-er-est less cheap-er least larger--smaller longer--shorter more or less	COMPARATIVE TERMS few-er-est less-er cheap-er-est least larger--smaller longer--shorter more or less
MEASUREMENT	TOOLS ruler yardstick pint quart half-gallon gallon bushel thermometer	TOOLS ruler yardstick pint quart half-gallon gallon bushel thermometer	TOOLS ruler yardstick pint quart half-gallon gallon bushel thermometer

AREA	PRIMARY	INTERMEDIATE	ADVANCED
MEASUREMENT (Cont'd.)	teaspoon tablespoon	teaspoon tablespoon peck	teaspoon tablespoon peck tape measure carpenter's rule speedometer
	TERMS long short empty full pair cupful spoonful temperature freezing boiling	TERMS empty full pair cupful spoonful temperature freezing boiling length width distance mile depth height dozen inch foot yard one third one fourth part of (fraction) ton ounce square inch square foot square yard square mile	TERMS pair cupful spoonful temperature freezing boiling length width distance mile depth height dozen inch foot yard one third one fourth part of (fraction) ton ounce square inch square foot square yard square mile perimeter volume

AREA	PRIMARY	INTERMEDIATE	ADVANCED
MEASUREMENT (con'd.)			capacity net estimate surface perpendicular area right angle freezing point boiling point
FORM	ABSTRACT circle square round straight	ABSTRACT circle square round straight curve triangle diamond	ABSTRACT circle square round straight curve triangle diamond
COMBINING NUMBERS	SUBTRACTION facts 1 through 10	SUBTRACTION facts 1 through 10 facts 1 through 18 subtracting including borrowing	SUBTRACTION facts 1 through 10 facts 1 through 18 from 18 and beyond subtracting including borrowing
VOCABULARY	SUBTRACTION TERMS AND SYMBOLS take away (-)	SUBTRACTION TERMS AND SYMBOLS subtraction (-) minus remainder difference borrow	SUBTRACTION TERMS AND SYMBOLS subtraction (-) minus remainder difference borrow

AREA	PRIMARY	INTERMEDIATE	ADVANCED
VOCABULARY (Cont'd.)	TIME TERMS day today noon night morning afternoon evening slow fast yesterday week tomorrow year month minute hour	TIME TERMS afternoon evening slow fast yesterday week tomorrow year month minute o'clock half-past quarter-past second hour	TIME TERMS slow fast yesterday week tomorrow year month minute o'clock half-past quarter-past second A.M. P.M. Roman numerals I to XII schedule hour
	TIME MEASURES clock calendar	TIME MEASURES clock calendar watch	TIME MEASURES clock calendar watch time clock
	POSTAL TERMS stamps	POSTAL TERMS stamps postage	POSTAL TERMS stamps postage money order postal savings parcel post special delivery

AREA	PRIMARY	INTERMEDIATE	ADVANCED
VOCABULARY (Cont'd.)	MONEY AND BUSINESS TERMS	MONEY AND BUSINESS TERMS	MONEY AND BUSINESS TERMS
	penny	penny-cent	penny-cent
	nickel	nickel	nickel
	dime	dime	dime
	buy	buy	buy
	sell	sell	sell
	save	save	save
	spend	spend	spend
	coins	coins	coins
	pay	pay	pay
	price	price	price
	cost	cost	cost
	admission	admission	admission
		credit	credit
		quarter	quarter
		half-dollar	half-dollar
		gain	gain
		worth	worth
		allowance	allowance
		charge	charge
		fare	fare
		earnings	earnings
		wages	wages
		check	check
		loss	loss
		change	change
		per hour	per hour
		lay away	lay away
		sales slip	sales slip
		past due	past due
		receipt	receipt
			decimal point
			per cent
			cash
			insurance
			banking
			deposit slip

AREA	PRIMARY	INTERMEDIATE	ADVANCED
VOCABULARY (Cont'd.)			bank balance statement cancelled net interest installment wage scale budget income property tax wheel tax endorse banking statement bill of sale sales tax per cent commission
		WELFARE TERMS tax insurance	WELFARE TERMS tax insurance social security job-rating witholding tax Community Chest
NUMBER COMBINATIONS VOCABULARY	MULTIPLICATION simple grouping within two to ten	MULTIPLICATION simple MULTIPLICATION TERMS AND SYMBOLS times (x) times table once twice	MULTIPLICATION 2 place numbers MULTIPLICATION TERMS AND SYMBOLS times (x) times table once twice product

ARITHMETIC

AREA	PRIMARY	INTERMEDIATE	ADVANCED
NUMBER COMBINATIONS	FRACTIONS fractional parts of concrete objects (1/2 - 1/4) fractional parts of geometric figures	DIVISION simple (÷) FRACTIONS fractional parts of concrete objects (1/2, 1/4, 1/3) fractional parts of geometric figures addition and subtraction of simple fractions	DIVISION 2 place numbers FRACTIONS fractional parts of concrete objects (1/2, 1/4, 1/3 and beyond fractional parts of geometric figures addition and subtraction of simple fractions addition and subtraction of mixed numbers

PRACTICAL ARTS

The practical arts in the program for the educable mentally retarded are thought of as those activities which can help train the child through the use of the hands and include, in this curriculum, handwork and home arts. Activities in practical arts are seen not as separate subjects but rather as devices for integrating and correlating the school subjects, thereby making learning more meaningful to the educable mentally retarded. They also are of value to the program because of their tendency to form a bond between the school and home.

To be of real value, home arts skills must be carried over into the home; the parents then have one type of tangible evidence of what the school is trying to do for the child. An attractive finished project gives a feeling of satisfaction to the parents as well as to the child who made it.

In addition to the practical arts program contributing to the total curriculum for the child, it also does a great deal to build a sense of well-being in him. It provides him with a wholesome means of expressing his ideas and interests. Through these activities, hobby or leisure time interests may be acquired; the use of tools and materials helps develop manipulative skills, and better work habits may be encouraged.

The feeling of accomplishment which comes through the completion of a project may help to build up a sense of self-confidence which the educable mentally retarded child all too often does not get through his academic work.

Projects in any area of the practical arts may be done both on an individual basis and/or as group projects.

The principles that the teacher must keep in mind are:

1. That the child must be guided from one stage of development in the process to another.

2. That projects must be kept within the understanding and the motor ability of the child so that he gets a sense of accomplishment in the course of the activity as well as from the finished product. Projects must also be simple enough to require a minimum amount of assistance from the teacher, otherwise the reason for doing it may be lost to the child.

At the primary level practical arts should give the child practice in:

1. Developing manual dexterity through the use of various materials and tools.

2. Developing his color sense.

3. Developing understanding and evaluation of spatial relations.

4. Increasing his vocabulary.

5. Developing ability to express his ideas in various media.

At the intermediate level the understandings acquired at the primary level should be increased and the skills more precisely polished. At this level the child should begin to learn the basic skills in handling common tools used in home repair and decoration.

In the craft work the emphasis should be on the use of cast off and inexpensive material rather than special craft materials and already prepared projects which need only to be put together or finished. Not only are such projects expensive, they give little opportunity in developing whatever creative ability the educable mentally retarded may have.

At the advanced level, materials and tools which will be used in after school years should get the emphasis. Boys and girls both need to have experiences in:

1. Home mechanics such as repairing screens, faucets and small electric appliances.

2. Buying, preparing and handling food.

3. Care, selection and repair of clothing.

4. Painting, upholstering and refinishing furniture.

The practical arts at this level should lay the foundation for pre-vocational and vocational experiences and serve as a guide for scheduling the educable mentally retarded into the proper regular school vocational classes.

Even though most practical arts projects grow out of the curriculum, holidays and/or special events, planned instructional periods are necessary to help the child to carry them through to a successful conclusion.

The special class teacher needs to have knowledge of a variety of crafts and an abundance of ideas for specific activities and/or projects which are simple enough for the educable mentally retarded child.

Not only do these projects enhance the learning but they may also provide worthwhile activity for those children not in the teacher's immediate work [illegible]. For example, the child who has learned to weave, knit, or perhaps make simple puppets can derive a great deal of pleasure and keep himself busy working at one of these tasks while the teacher is engaged with a group in reading or arithmetic.

Since the practical arts are an integral part of the school program they usually are carried out in the special classroom, particulary at the primary and intermediate levels. At the advanced level those pupils who show emotional stability and sufficient aptitude in practical arts activities to function in a regular class are often assigned to home economics or industrial arts classes. Regardless of the suitability of such assignment, it is generally necessary for the special class teacher to supplement and reinforce the instruction received in the regular class.

For this reason the special classroom at all levels must have sufficient space, (including storage space), equipment (including sink and running water), tools, and supplies to carry out the practical arts program in the special classroom.

While the responsibility for this program rests with the special class teacher, the services and advice of the specialized personnel in these areas should be made available to them as in the regular classroom program.

HOME ARTS

The activities in home arts include housekeeping (cooking, sewing, washing, ironing, etc.), home maintenance, personal grooming, boy-girl relations, child care and, care of sick in the home.

It is the purpose of this section to discuss their development at the various levels and to suggest some of the essential equipment required to carry out these activities.

The child in the primary class should be helped to identify the different family roles as they are related to the practical aspects of family life. He should be able to recognize the relationship of himself to others in the family. He should become acquainted with some of the responsibilities and contributions of each of these roles. The child could learn this through role-playing and creative play in the play-house corner.

In the primary class, the child should begin to acquire many of the habits and considerations which make for good family relationships. He should learn to accept and carry out responsibilities through classroom duties; care of plants, care of pets, sweeping and dusting, taking messages, welcoming visitors and the like.

He should learn to care for personal property by doing such tasks as, putting on, taking off, and hanging up clothing; caring for paper, pencils, and toys.

He should begin to learn consideration for others through opportunities such as taking turns in reciting, performing favorite duties and playing games.

He should begin to understand the value of money and something about thrift. This could be accomplished through an activity such as a school savings account.

He should learn to appreciate the beautiful and how he can help to create it through use of art and handwork in room decoration and party preparation.

In the intermediate class, the pupil should continue to gain learnings in all of the areas to which he was introduced in the primary class. It is an obvious fact that an educable mentally retarded child does not suddenly stop being a "primary child" and become an "intermediate child." There is no decisive dividing line. Many of the attributes which make for good homemaking are ones which come from well-developed, good habits. There is no time or place to stop teaching the responsibility of and appreciation for the different family members. The intermediate child should continue to have opportunities at role-playing, in order to increase his understanding of them through home arts activities.

He should have experiences in saving and buying. He should have the opportunity to plan, purchase, prepare, and serve simple refreshments. He should begin to learn skills basic to handwork around the home such as simple painting, minor carpentry and electrical work.

He should continue his appreciation and creation of the beautiful through room decoration and party preparation.

The training for child care, which was started at the primary level in the play-house corner with doll play, should be continued here with the opportunity for actual care of a child whenever possible.

The student in the advanced class should continue to learn about homemaking in the ways described above; the homemaking equipment should be such that meals can be planned, prepared, and served in the classroom; all the homemaking techniques such as house cleaning, washing, ironing, sewing, and simple household maintenance should be acquired through actual classroom situations.

HOME ARTS
SUGGESTED EQUIPMENT

ACTIVITIES	PRIMARY	INTERMEDIATE	ADVANCED
Housekeeping	playhouse furniture and other equipment	table and chairs	table and chairs
		cleaning equipment and supplies	cleaning equipment and supplies
		iron and ironing board	iron and ironing board
Cooking	hot plate	hot plate & oven, or stove	washing machine
	luncheon service	luncheon service	stove with oven
	silverware	silverware	luncheon service
	cooking utensils	cooking utensils	silverware
	storage cupboards	storage cupboards	cooking utensils
			storage cupboards
			table linen
			refrigerator
Grooming	dressing table	dressing table	dressing table
	kit of toilet articles	kit of toilet articles	kit of toilet articles
	mirror	mirror	mirror
		shoe shining equipment	shoe shining equipment
Sewing	sewing cards	sewing machine (manual)	sewing machine (electric)
		sewing supplies	sewing supplies
Child Care	doll	doll	doll (life size baby)
	doll buggy	cot or bed	cot or bed
Miscellaneous	rocking chair (small)	rocking chair (junior)	rocking chair (regular size)
	pet cages	pet cages	pet cages
	terrarium	terrarium	terrarium
	aquarium	aquarium	aquarium
	first aid supplies	first aid supplies	first aid supplies

HANDWORK

Handwork contributes most to the education of educable mentally retarded children when it is used as a teaching technique for integrating the separate school subjects and completing learning experiences in school. For instance, the child who has little interest in learning to use a ruler in arithmetic may be highly motivated to learn how to use it when he sees the need for using it in measuring the wood to make his project.

While handwork is not a separate subject, the characteristics and resultant problems in learning encountered by the educable mentally retarded child requires the teacher to give more specific instructional time for the planning and construction of projects than is generally necessary for children of average intelligence. More attention must also be given to developing some of the intrinsic values of handwork, such as the recognition and use of tools, care of equipment, economical use of materials, development of work habits and, exploration of the child's aptitude for industrial arts.

Many of the handwork activities found to be useful in the teaching procedures in the primary and elementary schools are application to educable mentally retarded children, if in the selection of the activity or project, the mental ability, interest and manual skills of the educable mentally retarded children are considered.

Some types of handwork activities can be used at all levels. For example, woodwork can begin at the primary level with the child nailing two blocks of wood together for a boat or wagon. At the intermediate level, his interests and skill in using tools will have progressed to the place where he can make simple wooden toys.

By the time he reaches the advanced level he is skillful enough with tools and materials that he can complete a project such as a shoe shine kit or book ends, and may in addition be enrolled in a regular Industrial Arts class.

Girls begin jewelry making at the primary level when they string wooden beads and wear them around their necks or wrists. Experience in this type of activity is gradually increased through various kinds of media and degrees of skill until at the advanced level girls can fashion attractive earrings and necklaces from all sorts of odds and ends of materials.

Because many types of activities are applicable to more than one or all levels of the special program, no attempt has been made to organize the suggested activities by levels. A wide variety of activities are open to the teacher, giving her an opportunity to select not only the type which will best fit the ability and interest of her particular children but will also fit her own proficiences in developing handwork projects.

The almost unlimited number of tools and kinds of equipment available for purchase lead to the formulation of a suggestive basic list rather than a comprehensive one. Tools and equipment were organized by levels primarily to show the growth in interest and skills of the children in handwork which is the best guide for selecting these items.

Available funds, amount of workspace and the teacher's ability to develop appropriate projects should act as a guide in the variety of items purchased. However, every class should have a minimum of basic tools and equipment.

HANDWORK
SUGGESTED ACTIVITIES AND PROJECTS

TYPES OF ACTIVITIES	EXAMPLES OF PROJECTS
Block Printing	Gift wrapping, scarfs, curtains
Book Making	Scrapbooks, notebooks, photograph albums
Child Projects	Grocery store, post office, furniture, dolls
Crocheting	Doll blankets, hot pads, scarves, head wear, belts, rugs
Cooking	Making butter, cheese, cocoa, toast, soap, cookies, cake, cooking eggs, cereal, simple meals
Dioramas	Simple home, neighborhood and community scenes, farm, zoo
Embroidery	Towels, scarves, pillow cases
Holiday Projects	Christmas tree ornaments and gifts, Mother's and Father's Day gifts, Halloween masks, Easter decorations, gift wrappings
Jewelry Making	Necklace, earrings, bracelets
Knitting	Spool--hot pads, doll rugs, caps Needle--scarf, sweaters, doll blankets, wash cloths, dish rags, mittens
Leather Craft	Belts, wallets, purses
Musical Instruments	Toy band instruments--drum, sticks, shakers
Metal Craft	Simple hammer pieces--ash trays
Pottery	Animals, ash trays, paper weights, bowls
Puppetry	Cardboard, paper bag, sock, stick
Papier Mache	Animals, bowls, masks, maps

HANDWORK
SUGGESTED ACTIVITIES AND PROJECTS (Cont'd.)

TYPES OF ACTIVITIES	EXAMPLES OF PROJECTS
Sewing	Towels, aprons, skirts, blouses, curtains
Toy Making	Doll furniture, blocks, wagons, airplanes, kites, animal toys
Weaving	Mats, place mats, rugs, trays, baskets
Woodwork	Book ends, bird houses, box or crate furniture, house markers, toys, tie racks, refinishing furniture, repairing furniture

SUGGESTED TOOLS AND EQUIPMENT FOR SPECIAL CLASSROOMS

PRIMARY	INTERMEDIATE	ADVANCED
eyelet punch	eyelet punch	eyelet punch
looms	looms	looms
hammers	hammers	hammers
rulers	rulers	rulers
saw	saw--coping	saw--coping and others
screwdrivers	screwdrivers	screwdrivers
scissors	scissors	scissors
storage cabinets	storage cabinets	storage cabinets
vise	vise	vise
workbench	workbench	workbench
yard stick	yard stick	yard stick
hand drill	hand drill	hand drill
block plane	block plane	block plane
brace and bit	brace and bit	brace and bit
clamps	clamps	clamps
	crochet needles (large wooden)	crochet needles (regular size)
	awl	awl
	embroidery hoops	embroidery hoops
	knitting needles (large wooden)	knitting needles (regular size)
	knives	knives
	leather craft tools	leather craft tools
	mallet	mallet
	needles	needles
	paint brushes	paint brushes
	tin snips	tin snips
	try square	try square
	wire cutter —	wire cutter
	wood rasp	wood rasp
	wood chisel	wood chisel
		file
		putty knife
		sloyd knife
		wrenches
		soldering iron

ART AND MUSIC

This section includes both art and music. Each area has been developed according to the contribution it makes in the education of the educable mentally retarded from the point of view of recreation and self-expression as well as from the more traditional emphasis of utility.

ART

Art is a means of self expression. As a result, it has no clearly defined limits with reference to chronological age or mental capacity and becomes an integral part of daily living. The art program in the school is primarily an educative process; the most important result being modification of the child's behavior, intellectually, emotionally and socially. It therefore is not only possible but most desirable to develop an art program for the educable mentally retarded child. The art program can provide innumerable opportunities to help the child acquire an understanding of cooperation and sharing. It can afford an opportunity to give praise and appreciation for his own work and the work of his classmates.

The development of the child's ability to express ideas and feelings depends on the child's every day experiences in the use of art materials. Through discovery of people, places and things he becomes more aware of and sensitive to his own environment, his real world and his imaginary world. Through frequent experiences in painting, drawing, modeling, printing, and construction, his emotional and physical needs can be satisfied; thereby, creating a feeling of confidence in his ability and a feeling of worth as an individual.

The educable mentally retarded child often has what appears to be more undesirable emotional reactions, such as hate, fear, and anger than the average child. He may be deficient in perception and/or poor in coordination. Verbally, he may be unable to express himself easily; and he may have a short attention span. The art program can contribute considerably if adjusted to these characteristics and his mental capacity and interests. If allowed to create within his capacity he will derive pleasure and satisfaction from his experiences with art materials. The skills and techniques of art should be taught in purposeful and functional situations and should at the same time afford expression of feelings, moods and ideas.

The special class teacher should be familiar with the ~~de~~velopmental stages of growth in children's art since the educable mentally retarded child seems to follow a pattern of growth somewhat similar to that of the average child.

ART AND MUSIC

The same teaching procedures used in art for the average child are practical and effective for the educable mentally retarded child. The teacher must however keep in mind that more individual attention is required for the educable mentally retarded child than the average. She must also remember that no matter how efficient the teaching practices may be that the progress will be slow and the standard of work lower than for the average child. Above all she need not compare his art work with that of the normal child or any other child since productivity in art has intrinsic value in its expression alone and need not have relationship with the work of others.

The basic art materials for the educable mentally retarded child differ only in degree from the materials used for the average child. While he has great need for all kinds of art materials because of his lack of success academically, the wisest choices will be made on the basis of his mental and physical maturity and what the teacher wants the particular art activity to do for him.

With some modification the following art materials and techniques have been tried and found to be suitable for the educable mentally retarded child.

It should be pointed out that the selection must be made on the basis of the maturity of the child and his developmental stage of art, and may not necessarily be suitable as a project for an entire class.

Art Materials and Techniques:

Block printing--vegetables, woodblock, etc.
Drawing--crayons, chalk
Holiday projects (simple)
Mask making (simple)
Mobiles (simple)
Murals--small group project
Modeling--plasticine, papier mache, clay
Painting--finger, poster
Paper--cutting and pasting
Projects--three dimensional using clay, boxes, wood and discarded materials
Puppetry (simple)
Weaving (simple)

Equipment and Supplies:

The following suggested list of equipment and supplies will generally provide adequately for a basic art program in the special class.

Adhesives
- glue
- paste
- rubber cement

Brushes
- easel (stiff and soft bristles)
- water color

Cleaning and protective materials
- brushes
- dustpan
- mop
- newspapers or oilcloth (for protection of desks)
- rags
- scouring powder
- soap
- sponges

Containers
- bucket
- jars
- large pan (for dipping finger paint paper)
- paint pans

Drawing
- chalk
- crayon
- pencils

Finishes
- fixitive
- plastic lacquer

Ink
- India (black and colored)

Long-term equipment
- aprons (discarded garment)
- bulletin boards
- easels
- metal top work tables
- paper punch
- paper cutter
- pencil sharpener
- plate glass
- sink
- scissors (teacher and children)
- stapler
- storage cabinets
- waste basket
- kiln (or access to one)

Measures
- compass
- ruler
- yard stick

Miscellaneous
- art gum erasers
- clay
- envelopes
- gummed labels
- glitter (gold and silver)
- linoleum and soft wood blocks
- paper clips
- plasticine or non hardening clay
- pyrometric cones
- staples
- thumbtacks
- tinsel powder
- twine
- wire

Paper
- Note: (12"x18" and 18"x24" are sizes most used)
- bristol
- construction (9"x12")
- finger paint
- newsprint
- manila (plain and squared)
- poster
- tablet back board
- wrapping paper
- tag board

Pens
- fountain brush-nibs
- lettering and nibs

Tape
- cellophane
- cloth
- gummed paper
- masking
- plastic

Paint
- finger paint
- oil base paint
- water color
- tempera or poster

MUSIC

Music, like art, is a medium that contributes considerably to the education of educable mentally retarded children. Because of its flexibility, music offers some unique advantages to both educable mentally retarded children and to the special class teacher.

First, it is generally accepted that music presents to children an acceptable and constructive avenue for self-expression and communication.

Second, engaging in musical activities offers the child an acceptable means of emotional release. Thus rhythmic activities, singing, playing simple instruments and listening offer opportunities to the educable mentally retarded child to grow in both personal worth, and social acceptance.

To the teacher, activities in music present an opportunity for contributing to the concept of integration as a means of coordination in the total school program. Integration in this respect includes two major areas.

First, through musical activities, the teacher is presented with numerous opportunities to integrate the children in the special class into the totat school population.

Second, the teacher may employ music activities in social learnings. In this way, the skills developed in learning a new song contribute to both the child's growth in auditory discrimination and in language development. In areas of social growth, songs and other musical activities contribute to the learning of rules and modes of behavior.

Integration of Educable Mentally Retarded Children in the School Population

Integrating educable mentally retarded children in the total school program of musical activities consists of more than simply placing the child in the regular classroom. The special class teacher must recognize that certain conditions should prevail if the integration is to become real.

Placing the educable mentally retarded child in the regular class for integrated musical activities presupposes that the child is in possession of sufficient musical skills to place him on a par with the children in the class wherein the activities take place.

In this respect, the special class teacher has considerable latitude since the range of skills may be quite broad. Ideally, the integration of educable mentally retarded children with normal children for musical activities should be the culmination of a well organized and effective program within the special class.

It is generally recognized that the special class teacher need not have unusual musical ability to conduct her own program in this area. If she has or can develop sufficient confidence to sing a simple melody and operate a record player she can organize an effective program.

Music in both recorded and song form should occupy a prominent place inthe total classroom program. While appreciation of music may evolve to some degree through passive listening, it is generally agreed that considerable music appreciation arises as a result of participation in group singing, rhythmic responses, listening, playing simple instruments, dramatizing ballads, and so forth.

In developing and enhancing skills in these activities in the special class, the teacher is laying the groundwork for the integration of children into regular class activities when they show signs of being ready.

Music as a Means of Integrating Subject-Matter Areas

Music has long been recognized as a valuable means of reinforcing and enhancing other areas of the special curriculum such as language arts, science, health, social studies, and arithmetic. In developing units in subject-matter areas, music in any of its types or phases may well be used to extend the child's appreciation and understanding.

The application of music and musical activities as a means of integrating other subject-matter areas is predicated upon the initial development of skills in musical activities. To assure the development of the essential skills, it will be necessary for the special class teacher to set aside a specific period of time in her daily program for musical activities. These should be comprehensively planned and logically arranged to assure constructive results. Again, the teacher need not be a specialist in music education to be successful in this area. She should, however, recognize her deficiencies in this area and seek and accept help from the consultant in music. Such help may be obtained at the very onset of the program so that efficient organization will be assured.

Success in musical activities may be equated with music as a motivating factor for all kinds of work. Children who are successful will look upon musical activities as a source of satisfaction. Successful experiences in singing, for example, may well motivate children to learn to read, write, and spell the words of songs in the classroom repertoire.

Satisfying experiences across the broad range of musical activities lends to the children new powers of discrimination so that their selection of programs on radio, records, and television both at home and at school may be keyed to a higher level than before.

Once the skills of the children are sufficiently sharpened through a consistent program of musical activities, these skills may be diffused through the total school day to the advantage of other areas of learning. In this way, kinesthetic skills may develop through rhythm. Clapping, marching, bouncing a ball with music, and playing in a rhythm band, all contribute to kinesthetic development. Powers of discrimination so vital to academic areas may also be enhanced through music. Matching tones, determining whether tones are higher or lower, listening for a specific passage or effect, all tend to develop auditory acuity or discrimination and tend to broaden the span of attention.

The Development of a Music Program

Rhythmical activities are basic to the music program for educable mentally retarded children and one of the most important aspects. Participation in such activities not only gives pleasure and entertainment to the children but also provides the shy or withdrawn child an opportunity to take part in a social activity in an acceptable manner. It offers the child who is deficient in verbal ability an acceptable mode of expression that is in keeping with the level of his ability. Rhythm stimulates the organism as a whole and provides an opportunity for the child to respond accordingly. Activities of this type help to develop muscular coordination and at the same time provide for a release of tension. In this respect, the distractible and hyperactive child finds a socially acceptable release for behaviors otherwise difficult to control.

In introducing rhythmic activities it is necessary to keep in mind that they are closely linked with principles of child development. The first responses to rhythmic stimulation are the large body movements which are free flowing. At first, these rhythmic responses will be crude and clumsy in keeping with the poor coordination of the child. The most important message to the child at this stage is that any response is satisfactory regardless of the quality of the coordination.

Both the child and the teacher will find that the enthusiasm and confidence arising out of the acceptance of responses regardless of their qualitative nature will lead to continued practice in this area and result in an improvement in motor coordination.

Rhythmic activities should result in meaningful and creative responses if the interest and enthusiasm of the children are to be sustained. Children can give their rhythmic interpretation and impression of phenomena in nature such as the swaying of trees and the patter of raindrops.

At first, the rhythmic pace should be tailored to conform with the abilities of the child. The child should be permitted to set the pace by establishing the lead in presenting his impression and the teacher should follow this pace by establishing the rhythm on an instrument such as a tom-tom or by playing the piano in time to the child's movements. The teacher can then engage the other children in the class into the rhythmic pattern by having them clap in time to the motions of the child. In this way, all of the children ultimately participate. As the child develops his responses he will become better coordinated and more definite and correctly timed rhythms can then be imposed.

Singing

Singing should and can be an enjoyable experience for the educable mentally retarded child. This can be accomplished through a thoughtful selection of songs for these children as well as the manner with which the songs are introduced and learned.

Some criteria to keep in mind in the selection of songs are as follows:

1. The lyrics should be comfortably within the range of the children's ability to handle the words.

2. Both the words and melody should be repetitious in order to assure facility of learning and retention.

3. The melody should be within the range of the children's voices to assure full participation of all of the members of the class.

4. The subject matter of the song should be relative to the children's experiences. That is, the song should have some relationship either to current school work or relevant situations in the home or neighborhood.

The teacher will find that she has considerable area for the selection of songs for the special class. Choices might be made from simple folk songs, singing games, songs popular at social gatherings, patriotic songs, favorite melodies, and suitable popular songs.

Other Music Activities

When the teacher feels that the fundamental music skills of the children in the special class are developed to an acceptable level of competency, she should begin to explore the possibilities of integrating music into the total special class program as well as into the total school program.

There are many situations that lend themselves to integrating activities. Rhythm bands can be developed as an individual endeavor of the class as a whole or they might be developed as part of a culminating activity in social studies or language arts. Choral and group singing of large groups in the school present an excellent opportunity for integrating the children from the special class into the total school program.

Square dancing and social dancing also are activities that serve the concept of integration. Square or social dances might be developed as part of an activity within the special class. At the same time, the special class children can be integrated into a total school activity as participants in square and social dancing.

In order to develop a satisfactory program of music which includes listening, singing, and rhythmical activities, the following resources should be available to the special class teacher and the special class:

Autoharp

Piano (may be shared with other classes)

Record player (preferably three speeds)

Record collections (should be well balanced to provide children with broad experiences in music)

Music books

Toys--skipping ropes, rubber balls, etc.

Pictures (for interpretation of rhythms and rhythmic stories)

Musical instruments--rhythm sticks, tom-tom, tone bars, sand blocks, drums, triangles, shakers, harmonicas, tonettes, xylophone, bells, tamberines

SCIENCE

Science in the education of the educable mentally retarded child is concerned with helping the child understand his environment, to relate himself to it and to become better adjusted in it.

Since the child who is educable mentally retarded has less curiosity about the natural phenomena about him and will have less use for pure scientific facts as an adult, only the scientific learnings pertinent to his present and continuing life needs should be taught.

This section on science has been organized to include a body of subject matter that special class teachers see as pertinent to this child. It has been set up to show that a concept started at the primary level may reoccur at all of the other levels.

A concept started at the primary level should be treated not in dull repetition but developed with a fresh outlook and wider application at each succeeding level. For example, in developing a knowledge of the body, at the primary level the main concern will be identification, at the intermediate level it will be identification and function; and at the advanced level, identification, function and conservation.

The special classroom teacher will be guided in her selection of learning activities to be taught by interests which grow out of the food the child eats, the pe[illegible] which he plays, the weather he encounters on [illegible]y to school, the bicycle he rides, the conversation he hears about modern scientific developments or experiences in health, safety, homemaking, or social relationships.

This is not to imply that science should be taught incidentally but rather that the learnings should be so structured that they will relate to the total curriculum and be geared to the child's ability in terms of his life age, mental age, present interest and possible future needs.

SCIENCE

AREA	PRIMARY	INTERMEDIATE	ADVANCED
LIVING THINGS	PEOPLE Identification parts of body senses Identification of physical needs rest food-water-air shelter elimination OTHER ANIMALS Identification pets domestic zoo insects water birds Gross characteristics Care food-water air shelter	PEOPLE Function parts of body senses Purpose of physical needs rest food-water-air shelter elimination reproduction OTHER ANIMALS Identification pets domestic wild insects water birds Physical characteristics Habitat Method of Self-Preservation food-water shelter protection young Contribution of domestic companionship guardianship work food clothing Contribution of wild food clothing	PEOPLE Function and conservation parts of body senses Purpose and satisfaction of physical needs rest food-water-air shelter elimination reproduction OTHER ANIMALS Identification pets domestic wild insects water birds Physical characteristics Habitat Method of Self-Preservation food-water shelter protection reproduction Contribution of domestic companionship guardianship work food clothing pleasure by-products processed goods Contribution of wild food clothing by-products processed goods

AREA	PRIMARY	INTERMEDIATE	ADVANCED
LIVING THINGS (Cont'd.)		Conservation of domestic and wild feeding protection	Conservation of domestic and wild feeding protection laws
	PLANTS Identification trees flowers shrubs fruits and vegetables grains Identification of characteristics leaves stems roots blossoms seeds Growth needs soil air water sun reproduction Benefits food clothing shelter decoration Conservation	PLANTS Identification and simple classification trees flowers shrubs fruits and vegetables grains Gross characteristics leaves stems roots blossoms seeds Growth needs soil air water sun reproduction Benefits food clothing shelter decoration Conservation	PLANTS Identification and classification trees flowers shrubs fruits and vegetables grains Fine characteristics leaves stems roots blossoms seeds Growth needs soil air water sun reproduction cultivation Benefits food clothing shelter decoration by-products Conservation
WEATHER AND SEASONS	SEASON Identification summer fall winter spring	SEASON Characteristics summer fall winter spring	SEASON Relationships summer fall winter spring

AREA	PRIMARY	INTERMEDIATE	ADVANCED
WEATHER AND SEASONS (Cont'd.)	WEATHER Identification conditions fog ice snow rain wind clouds lightning thunder rainbow Effect of weather on manner of dress food supply recreation work travel growth health Measurements and precautions temperature thermometer weather forecasts ice snow storms fog wind frost	WEATHER Characteristics conditions fog ice snow rain wind clouds lightning thunder rainbow frost hail mist storm Effect of weather on manner of dress food supply recreation work travel growth health Measurements and precautions temperature thermometer weather forecasts ice snow storms fog wind frost tornado	WEATHER Factors related to health and safety conditions fog ice snow rain wind clouds lightning thunder rainbow frost hail mist storm humidity drought Effect of weather on manner of dress food supply recreation work travel growth health economy Measurements and precautions temperature thermometer weather forecasts ice snow storms fog wind frost tornado

AREA	PRIMARY	INTERMEDIATE	ADVANCED
EARTH AND NEIGHBORS	EARTH Identification size (large) age (old) composition land water NEIGHBORS Identification of sun moon stars planets Relationships sun--effect on earth day night light heat moon--effect on earth	EARTH Characteristics size age composition land water minerals conservation NEIGHBORS Identification of sun moon stars planets Relationships sun--effect on earth east west annual seasonal weather moon--effect on earth apparent change in shape change in time appearing	EARTH Characteristics size age composition land water minerals movement gravity magnetic force conservation NEIGHBORS Identification of sun moon stars planets Relationships sun--effect on earth east (sunrise) west (sunset) annual seasonal weather moon-effect on earth apparent change in shape change in time appearing
MACHINES, ENERGY AND FORCE	MACHINES Identification hand tools simple household toys	MACHINES Function hand tools household simple work	MACHINES Manipulation hand tools household work recreation

AREA	PRIMARY	INTERMEDIATE	ADVANCED
MACHINES, ENERGY AND FORCE (Cont'd.)	motor driven common household tools common transportation common communication	motor driven household appliances transportation communication machines work tools	motor driven household appliances transportation communication machinery
	SOURCES OF ENERGY AND FORCE Identification sun wind fire water muscle	SOURCES OF ENERGY AND FORCE Identification and value sun sound heat and light steam and power muscle oil gas coal	SOURCES OF ENERGY AND FORCE Identification and value sun sound heat and light steam and power muscle oil gas coal magnetic chemical atomic
	USES Work Transportation Communication Recreation Preservation of life	FUNCTION Work Transportation Communication Recreation Preservation of life	FUNCTION AND CONSERVATION Work Transportation Communication Recreation Preservation of life

SOCIAL STUDIES
HOME AND FAMILY

OBJECTIVES

Family Relationships

- cooperation
- contributing
- family values
  - ancestors (grandparents)
  - customs, traditions
  - holidays and special occasions

Areas of Family Living

- homemaking skills
- financing a family
  - earning
  - spending
  - saving
- starting a family
  - dating
  - marriage
  - sex education
- having a family
  - reproduction
  - parental care
  - child care
  - health
- enjoying a family
  - recreation
  - work
- community relationship
  - neighbors
  - schools
  - businesses
  - churches
  - social services

Sources of Help for Family Problems

- family service agencies
- medical and health agencies
- churches

SOCIAL STUDIES
SOCIAL ADJUSTMENT

OBJECTIVES

Interpersonal Relationships

self help

health

grooming

manners

sharing

listening

talking

playing

working

Group Relationships

cooperating

follower (small, large, inter-groups)

leader (small, large, inter-groups)

contributing

follower

leader

SOCIAL STUDIES

SOCIAL COMPETENCY

OBJECTIVES

Cooperating Citizen

- cooperation with peers
- cooperation with persons in authority
- responsibility for behavior
- participation in community activities (voting, etc.)

Contributing Citizen

- care of self
  - self supporting
- care of others
  - family
  - private organizations (contributions)
  - public agencies and organizations (taxes, etc.)

HEALTH

OBJECTIVES

Physical Health

basic health needs

nutrition

cleanliness

personal

clothing

food

surrounding

hygienic measures

common diseases

sanitation

rest and sleep

posture

elimination

body structure and function

Mental Health

self appraisal

abilities

limitations

sensitivity to behavior limits

sensitivity to social values

Services

private physician

private dentist

clinics (physical and mental)

hospitals (private--public)

Public Health Department

Public Laws (alcohol and narcotics)

SAFETY

OBJECTIVES

Preventive Safety Measures

safety rules and laws

fire prevention

home

school

community

disaster aids

weather forecasts

civil defense

Corrective Safety Measures

first aid

home

school

community

disaster aids

civil defense

Red Cross

insurance

SOCIAL STUDIES

LEISURE TIME

OBJECTIVES

Activities Available for Participation at Home

selection of activities

selection of companions

selection of appropriate time for doing

consideration of cost

Activities Available for Observation at Home

selection of activities

selection of companions

selection of appropriate time for doing

consideration of cost

Activities Available for Participation in the Community

selection of activities

selection of companions

selection of appropriate time for doing

consideration of cost

Activities Available for Observation in the Community

selection of activities

selection of companions

selection of appropriate time for doing

consideration of cost

SOCIAL STUDIES

TRAVEL

OBJECTIVES

Fundamentals for Moving About

directions

landmarks

maps

schedules

Sources of Help for Traveling

schedules

individuals

agencies

Ways to Travel

private

public

LANGUAGE ARTS

OBJECTIVES

Purposeful Listening

- auditory discrimination
- auditory comprehension

Purposeful Observing

- visual discrimination
- visual comprehension

Effective Communication Through Speech

- comprehensive speech
- logical organization of speech

Effective Communication Through Writing

- legibility
- logical organization of written materials

ARITHMETIC

OBJECTIVES

Obtainment and Use of Materials

value

management

conservation

Obtainment and Use of Money

earning

budgeting

buying

saving

borrowing

OCCUPATIONAL ADEQUACY

OBJECTIVES

Personal Competencies for Working

- work habits
  - care of equipment
  - conservation of materials
  - organization of time, effort, task
  - attention to safety
  - regular and punctual attendance
- self care and appraisal
  - grooming
  - health
  - abilities and limitations

Academic Competencies for Working

- conservation
- reading
- writing (spelling)
- arithmetic

Social Competencies for Working

- getting along with others
  - persons in authority
  - fellow workers
  - on the job rest - period
  - labor-management relations
- social security
  - Social Security Act
  - workers compensation
  - unemployment insurance
  - hospital insurance
  - health and accident insurance
  - life insurance
  - pensions
  - savings
  - credit unions

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R*
FAMILY RELATIONSHIPS Cooperation Family values	Show film about cooperation in the home. Introduce family of dolls. Construct animals from clay, spools, paper and paste. Role playing, i.e., being mother, father, brother, sister, etc. Illustrate family and family activities through various art media.	Discussion: family in film individual family members child's family ways of being cooperative ways to be happy	Comparison: size age weight Time: recognition of time -- to get up, to eat, to go to school, to go to bed, to watch TV hour and half hour	Social Relationships: family helpers in the home Science: animal families	15 84 99
Birthdays	Play birthday record. Make a birthday chart. Have a birthday party--introduce committee work idea in providing the various needs; i.e. invitations, decorations, gifts, games, refreshments, etc.	Discussion: birthdays ways to celebrate birthdays giving gifts	Recognition of numbers: pupils' ages Time: month day year	Physical Education: practice party games Health: mental health aspects of the happy family	54 69
Special occasions	Listen to stories about holidays, i.e., Christmas Thanksgiving, Washington, Halloween, etc.	Discussion: traditional ways of celebrating holidays and other special days	Calendar: season, months, and dates	Social Relationships: family fun related to holidays	109 132

*Numbers refer to items listed in section Materials and Resources in back of Guide.

HOME AND FAMILY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
AREAS OF FAMILY LIVING Homemaking skills Housekeeping	Introduce chart of room duties. Talk about living together in the classroom. Housekeeping in playhouse such as washing dishes, setting table, sweeping, dusting.	Discussion: keeping room clean putting away supplies, toys watering plants caring for pets welcoming visitors answering telephones Read: duty charts with names and duties	Time: morning noon afternoon day of week month season	Science: care of plants care of pets	
Shopping	Show film of family shopping. Make and use play store. Dramatize courtesy in a store.	Discussion: buying new clothes buying groceries	Cost: in terms of expensive or not expensive Money: allowance saving value of coins	Social Relationships: care of clothing, of personal belongings as related to Life Function on Physical and Mental Health	

HOME AND FAMILY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
AREAS OF FAMILY LIVING Child Care	Read a story about a new baby. Free play in doll house with such activities as washing and ironing doll clothes, caring for doll.	Looking: pictures of babies sleeping, eating, bathing, playing, dressing Discussion: picture of babies	Time: concept of a schedule	Social Relationships: helping mother care for baby Science: animal babies	
A Healthy Family	Read a story about health. Make a scrapbook about health. Prepare and serve in room adequate breakfast.	Discussion: proper food exercise rest-sleep first aid proper clothing Read: cooperative stories on health habits	Vocabulary: height; tall, short weight; thin, heavy Time: bedtime getting up time	Science: daily health habits	
Enjoying A Family	Plan a party for parents. Prepare and serve refreshments. Make decorations for the room or table.	Discussion: invitations refreshments date place committee-duties and selection Writing: sign invitations	Concept of Quantity: how many how much enough not enough too much	Social Relationships: behavior in a group as related to Life Function on Social Adjustment	

HOME AND FAMILY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
AREAS OF FAMILY LIVING Recreation	Read story about trip to zoo, pet store or circus. Collect pictures of zoo animals. Draw pictures of zoo animals.	Discussion: trips fun with family on trips		Social Relationships: fun at home; alone with family as related to Life Function on Leisure Time	
Homes in the Community	Display pictures of different kinds of homes in communities. Take a walk around school to see care of homes. Cooperative class project of the construction of a street in a town (houses, stores, trees,) in the sand box or on a table.	Discussion: appearance of home appearance of neighborhood care of surroundings Read: stories on co-operation in home activities composed by class	Concepts: size shape	Social Relationships: care of yard	

SOCIAL ADJUSTMENT

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
INTERPERSONAL RELATIONSHIPS Self Help Health Grooming Manners	Pictures of children in outdoor and indoor activities. Records presenting songs and stories on self help. Talk about children's duties at home. Collect pictures of children in self-care activities for a scrapbook. Daily practice in self-help activities that can be carried on at school. Make chart of home duties and check daily.	Discussion: self-care activities that children can perform independently self-care activities in which help is required from others advantages of acquiring major degree of independence in self-care activities effects on others when there is excessive dependence in self-care activities Cooperative Stories describe self-care activities which are immediate goals for independence	Time: concepts of punctuality major duties and time for their performance Vocabulary: terms of place and relative position	Social Relationships: self-care activities in the home and how they contribute toward the welfare of others as related to Life Function on Home and Family Health: self-care activities in cleanliness self-care in preventing illness mental health factors in consistent habits of courtesy and consideration for others Science: self-care activities related to weather conditions	54 60 117

SOCIAL ADJUSTMENT

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
INTERPERSONAL RELATIONSHIPS Sharing	Pictures of children in partnership play activities. Pictures of common toys. Stories about children in cooperative play. Discussion and assignment of room duties. Sharing time at easel painting. Collect pictures of jobs that can be shared at home or at school. Practice in sharing when playing in playhouse. Collect pictures illustrating duties in the room. Make a chart for keeping a record of weekly assignment of room duties.	Discussion: games and activities requiring partners behaviors that enhance group activities in terms of harmony and goal acquisition methods of sharing to develop concept of taking turns in activities. Read: picture stories to elicit cooperative situations for purposes of discussion Write and Read: list daily duties and child's name	Vocabulary: ordinal numbers terms of comparative size	Social Relationships: objectives and duties shared in the home as related to Life Function on Home and Family Health: mental health factors of getting along with others harmoniously Physical Education: playing games requiring taking turns, selecting partners	29 30

SOCIAL ADJUSTMENT

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
GROUP RELATIONSHIPS Playing and Working in Groups	Introduce news-sharing period. Play group games with children. Collection of money for gift or flowers. Mount pictures of children and families working and playing together for bulletin board. Work together to make games from containers and other objects brought from home. Make simple puppets and develop cooperative programs or plays.	Discussion: behaviors most appropriate in group activities wherein individual contributions are made importance of knowing the rules of the games advantages of taking turns to all participating rules of group activities that stress cooperation and contribution why and how we contribute as a group to show thoughtfulness, sympathy Write and Read: making a chart of the rules children have developed in room	Time: sharing, clean-up, work, play concept of punctuality Numbers: keeping scores Vocabulary: ordinal numbers Counting: funds collected Recognition of Money: sorting coins and identifying them	Social Relationships: working and playing together in the home as related to Life Function on Home and Family Physical Education: singing games group games Health: mental health factors in belonging to a harmonious group	37 45 110M 110L 210

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
COOPERATING CITIZEN Cooperating With Peer Group	Talk about rules in the class-room, school, or on the play-ground. Display poster illustrating school rules. Draw pictures depicting room, school, or playground rules. Make decorations for hall bulletin board.	Discussion: various rules of the room, school or playground need for having rules make own rules for school and home Write: list of room, school, play-ground, or traf-fic rules		Social Relationships: factors involved in cooperative activities at home, or at school Physical Education: safe rules for play on play-ground Health: mental health factors related to learning to obey rules	29 45 51
Cooperating With Persons in Authority	Explain the roles of the various persons in authority in the school, i.e., principal janitor, teacher, supervisor. Make decorations for lunch-room for a holiday or special occasion.	Discussion: roles of persons in authority in the school responsibilities of persons in authority need for persons in authority		Social Relationships: visit to princi-pal's office, lunchroom, jani-tor to learn duties and re-sponsibilities	124

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
COOPERATING CITIZEN Self Discipline	Prepare class for attendance at a school assembly. Prepare an assembly program or take part in one. Learn songs sung in the assembly.	Discussion: behavior in the auditorium behavior on way to auditorium taking care of self	Time: day of assembly program hour for assembly program	Social Relationships: factors involved in taking care of self in a public gathering	125
Group Discipline	Develop plan with class for taking care of classroom chores. Share in taking care of playhouse. Take turns in doing room chores, i.e., dusting, watering flowers, caring for fish.	Discussion: chores in the classroom sharing chores ways of selecting pupils to do chores Write and Read: list of duties list of pupils' names	Time: days of week for duties Count: number of duties to be done	Physical Education: play games which involve taking turns and choosing partners	85
CONTRIBUTING CITIZEN Individual Responsibility	Show film about cleanliness or grooming. Morning health inspection. Make charts on which grooming record can be kept. Have daily period when children get actual practice in grooming, i.e., washing hands before lunch, combing hair.	Discussion: reasons for cleanliness and self care personal aspect of cleanliness cleanliness at home and in the classroom	Time: clean-up time inspection time lunch time	Social Relationships: care of self as a contribution to society manners as a contribution to society Health: self-care activities	12 22 74

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
CONTRIBUTING CITIZEN Helping Others	Talk about helping at home or at school. Read appropriate stories from service magazine such as The Junior Red Cross Magazine. Discuss sharing in an organization such as the Red Cross. Make gift for homebound classmate. Junior Red Cross project such as decorations for hospital trays for holidays.	Discussion: ways to help at home and school donating money as a way of helping need for help Write: list of ways children help Read: (teacher) stories to children about contributions of people	Money: identify coins contributed Vocabulary: contribution collection donation	Social Relationships: helping at home as related to the Life Function on Home and Family helping at school as a contributing citizen	121
Special Affairs	Discuss school affairs such as The Fall Festival, School Carnival or Thanksgiving baskets.	Discussion: reason for various school affairs how each can help Write: sign notes to parents regarding affairs Read: posters about affairs	Cost: saving as a contribution		132

HEALTH

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PHYSICAL HEALTH Basic Health Needs Nutrition	Display posters of foods arranged in combinations for meals. Show film on balanced diet. Talk by school nurse on the need for adequate diet. Care of white mice. Collect and display food containers. Scrapbook of pictures of prepared dishes. Prepare and serve salad or fruit desert. Make place mats for lunch program. Make clocks from cottage cheese cartons. Make models of fruit and vegetables from clay or papier mache.	Discussion: foods associated with breakfast, lunch and dinner the effects of eating between meals different ways foods are prepared at home Read: names of common vegetables and fruits Identify: types of foods by the container, i.e., cereals, soups, vegetables, fruits	Time: hours meals are served times milk is distributed in school amount of time usually taken for each meal Money: identify coins brought for milk or lunch money Count: number of coins of each type kinds of food identified	Social Relationships: sources of common food in the neighborhood as related to Life Function on Home and Family Health: effects of diet on physical growth, i.e., good teeth, weight Science: class project in raising vegetables effect of balanced and unbalanced diet on animals (mice) Physical Education: play activities for the development of strong bodies	61 73 110H 206

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PHYSICAL HEALTH Habits of Cleanliness Personal Clothing	Display pictures of children washing and bathing. Introduce individual charts for grooming. Show film on health and grooming. Select and cut out pictures to illustrate grooming chart. Draw pictures to illustrate habits of cleanliness. Collect, display, and label equipment used in cleanliness and grooming. Have daily period for personal care routines which can be carried out at school. Cleaning room, lunch table, cupboard.	Discussion: reasons for personal cleanliness responsibilities associated with cleanliness, i.e., caring for comb, toothbrush topics pointing up specific habits of cleanliness advantages of grooming chart and how it should be kept Read and Write: names of common tools of cleanliness headings on grooming chart cooperative story on habits of cleanliness	Time: time of day in which specific cleanliness activities take place frequency with which cleanliness activities occur in a day Count: number of spaces on grooming chart Groupings: spaces on grooming chart by number of school days in a week	Social Relationships: responsibilities in the home associated with personal cleanliness, (cleaning wash basin after use) as related to Life Function on Home and Family Health: correct care of teeth, hair mental health factors inherent in a pleasing appearance Science: relationship between cleanliness and good health	117 175 176

Concept	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PHYSICAL HEALTH Common Diseases Precautions	Display pictures and posters illustrating precautions against common diseases. Show film relative to care and treatment of common illnesses such as a cold. Make large thermometer (using ribbon for the mercury) for children to manipulate.	Discussion: how common diseases effect members of the class symptoms of illness as warning signals ways of preventing or avoiding illnesses, i.e., avoiding person with symptoms, wearing proper clothing self-care behavior during illness	Vocabulary: introductory use of thermometer as basis for comparative terms of heat and cold Number Recognition: numbers on thermometer Count: markers on thermometer (use enlarged model)	Social Relationships: how the family acts to prevent and accommodate illness as related to Life Function on Home and Family Health: the rule of rest and adequate diet in preventing illness rules of rest and care during illness such as cold Science: weather and its effects on health the relationship between weather, seasons, and the choice of clothing	91 92 163

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PHYSICAL HEALTH Time for Rest	Introduce rest period with quiet music. Prepare and label mats or cots and blankets. Label storage cubicle with name or picture label.	Discussion: rest and sleep in relation to time, place, reason and need Write: children sign notes to parents about rest mats or rugs	Time: as related to rest i.e., afternoon rest period, time to go to bed at night	Science: relation of rest and sleep to health	51 117
Posture	Demonstrate correct way to stand, walk, sit. Display posters illustrating correct posture. Collect pictures illustrating correct posture in walking, standing, sitting.	Discussion: importance of correct posture how to recognize good posture Write: list of rules for correct posture		Physical Education: games and exercises which encourage correct posture	
Body Structure	Show life size picture of boy or girl. Show film about structure of body. Display poster of human body.	Discussion: recognition of sensory organs and parts of body function of parts of body, i.e., hands, eyes, legs Read: names of familiar parts of the body Read and Write: label parts of body on large picture	Vocabulary: terms of size and weight concept in combining numbers, i.e., one eye and one eye; five fingers and five fingers	Health: care of sensory organs Physical Education: physical activities with physical improvement as objective physical activities with fun and relaxation as objectives Science: elem. principles of leverage as in lifting properly, etc.	238

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
MENTAL HEALTH Self Appraisal	Display arts and crafts work of students. Display cooperative project completed by class. Scrapbook of pictures of activities which child can do well--those which require practice.	Discussion: group evaluation of class project self-evaluation of own work establish simple criteria for making self-judgments of capability in a variety of tasks in the classroom develop list of activities or tasks and relate abilities and inabilities to them advantages of knowing one's abilities and limitations		Social Relationships: the role of abilities and inabilities of family members in tasks in the home as related to Life Function on Home and Family Health: mental health factors in factual and faulty estimates of ability and accomplishment	162 167

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
MENTAL HEALTH Good Manners Sensitivity to Social Values	Show Film on Courtesy. Socio dramas and stories developing limits of behavior. Make a scroll movie depicting good manners. Make an illustrated booklet on good manners.	Discussion: familiar school and classroom rules and why they are necessary attitudes of the students toward specific behaviors and when they are appropriate, i.e., sharing, punctuality cues to be observed in the attitudes of others which signify when one is overstepping limits how far parents and teachers will let certain behavior go before stopping it, i.e. rough housing, noisiness		Social Relationships: behaviors consistent in our homes in specific family activities as related to Life Function on Home and Family Health: mental health factors in being sensitive to limits of behavior	110F 110U 118 156

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
SERVICES Our Helpers	Show pictures of children visiting doctor and dentist. Show a film on visiting the doctor's office. Have school nurse show and explain the common examination instruments used by the doctor in routine examinations.	Discussion: children's visits to own doctor or dentist why the school has a nurse Dramatize: visit to doctor's office an experience with a doctor or nurse		Social Relationships: doctor and nurse as helpers as related to unit on Community Helpers	19 175 186 196

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PREVENTIVE SAFETY MEASURES Safety Rules and Regulations	Display pictures illustrating safety rules. Show safety films. Make safety signs. Sing safety songs. Act out simple safety rules.	Discussion: safety rules at home, school, or on street obeying rules consequence if rules are not obeyed Write and Read: rules for classroom rules for hall rules for playground Read: simple safety signs	Numbers: learn house numbers telephone numbers	Social Relationships: playground safety safety in travel safety at home proper care of toys as related to safety Physical Education: learn how to use playground equipment safely	55 181 193 194

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PREVENTIVE SAFETY MEASURES Fire Prevention	Have a practice fire drill. Have a fireman talk to class. Display "Fire Prevention" posters. Display "Clean Up Week" posters. Visit a fire station. Draw pictures illustrating ways children can help clean up to prevent fires. Model fire fighters and/or fire equipment from clay.	Discussion: fire drills fire prevention at home and school reporting a fire "Fire Prevention Week" "Clean Up Week" Read: sight word related to units		Science: precaution necessary in fall season to prevent fires, i.e., burning of leaves, Halloween activities	19 20 114
Weather	Explain weather report to class. Make a large scrapbook of pictures illustrating various kinds of weather. Make a large calendar and draw pictures representing the weather each day.	Discussion: season & weather appropriate clothing weather changes kind of day appropriate food safety practices	Time: season month day of week day of month	Science: seasons as related to weather and safety	132 141

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PREVENTIVE SAFETY MEASURES Safety in a Storm	Talk about the storm that they saw results of damage.	Discussion: what to do in case of a storm why lights go off Write: (teacher) list of kinds of weather on calendar		Science: electricity and electrical appliance in relation to safety	12 133
CORRECTIVE SAFETY MEASURES First Aid	Have nurse visit class and talk with children. Show children first aid kit used in schools. Dramatizing giving first aid to a person. Make gift for classmate or someone who has been ill or in an accident.	Discussion: where and how to get first aid how to report accidents names of items in first aid kit who should give first aid		Social Relationships: community helpers as related to emergencies and first aid belonging to Junior Red Cross as a way to be a helper	187

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
CORRECTIVE SAFETY MEASURES Red Cross Civil Defense	Talk about pictures children saw on TV showing a disaster. Do a Junior Red Cross project for hospital or other purpose.	Discussion: kinds of disasters how disasters affect us Red Cross and other helpers in disasters contributing money as a way to help			193
Insurance	Explain notes about insurance being sent home with children.	Discussion: how insurance helps parents what having insurance means			94

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
ACTIVITIES AVAILABLE FOR PARTICIPATION AT HOME Play Time	Putting puzzles together with children. Illustrate use of clay, crayons or paints Make simple puzzles from large pictures. Make finger paint pictures. Draw pictures of ways to have fun. Make clay objects of interest to primary children.	Discussion: choice of activity playing alone playing with others using clay, crayons and paints care of clay, crayons and paint	Vocabulary: first--last time to play Counting: crayons and other art materials	Social Relationships: leisure time activities in the home as related to Life Function on Home and Family	29 37
Group Games	Play quiet and active games with the children, i.e., dominoes, lotto, ball, circle games, singing games.	Discussion: favorite games choice of games choosing partners manners in playing games Look and Discuss: pictures of children playing Write: list of games list of rules children's names	Vocabulary: time for quiet games time for active games Numbers: keeping score	Physical Education: play quiet games play active games play singing games	88

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
ACTIVITIES AVAILABLE FOR PARTICIPATION AT HOME Plant Care Care of Pets	Demonstrate care of plants. Plant seeds or plants in individual containers.	Discussion: care of plants plants at home kinds of plants for school	Vocabulary: time to care for plants	Science: unit on care of plants	135
	Introduce pets to children using pictures, toys, or real pets. Collect pictures of pets. Construct bed for a pet.	Discussion: care of pets at home kinds of pets to have pets that can be kept at school	Vocabulary: time to care for pets	Science: unit on care of animals	63 113
ACTIVITIES AVAILABLE FOR OBSERVATION AT HOME Books	Look at picture book with children. Make story book from magazine pictures.	Discussion: caring for books favorite books sharing books fun with books	Vocabulary: story time at home story time at school	Social Relationships: how leisure time activities (TV, radio, games, stories) are selected and shared in the home as related to Life Function on Home and Family	153
Stories	Read stories to children. Make puppets to dramatize stories.	Discussion: stories story time at school story time at home	Vocabulary: bed time story time		75

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
ACTIVITIES AVAILABLE FOR OBSERVATION AT HOME Music	Play musical or story records. Sing songs on favorite records.	Discussion: favorite records record time at school record time at home	Vocabulary: size of records, i.e., big, little	Physical Education: dramatic play activities with records	54
Radio, TV	Talk about favorite radio and television programs. Sing songs heard on TV or radio.	Discussion: favorite programs sharing TV programs going to bed early	Time: to watch TV to listen to radio to go to bed	Health: mental health factors in sharing fun, programs, belongings, and friends	31
	Show pictures of children at play, i.e., playing with toys, ball, dolls, jacks. Collect pictures of children at play for bulletin board.	Discussion: children at play choosing playmates courtesy at play	Counting: children in picture groups for games		127

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
ACTIVITIES AVAILABLE FOR PARTICIPATION IN THE COMMUNITY Selection of Companions, Place And Time	Plan outings with children, i.e., picnic, birthday, party, fishing trip, hike or excursion to museum or zoo. Plan menu for outing. Draw pictures of favorite part of outing. Make scrapbook of pictures of things seen on outing.	Discussion: choice of outing time for outings companions for outing	Vocabulary: time for outings, i.e., season, month, day, morning, afternoon, evening, night Time: clock, the hour	Social Relationships: family outings; role of different members in planning and in the activities as related to Life Function on Home and Family Science: discussion of things of interest observed on outing collection of items observed on outing, i.e., leaves, flowers, pictures of zoo animals	7 37 38
	Show film of children at play on neighborhood playground or park. Draw pictures of seasonal outdoor games or play. Draw pictures showing safety at play.	Discussion: rules and procedures in planning and participating in outdoor group activities choice of games choice of companions taking turns rules of games	Numbers: keeping score	Physical Education: games suitable for play in neighborhood after school Social Relationships: unit on safety and health as related to play	8 9 10

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
ACTIVITIES AVAILABLE FOR PARTICIPATION IN THE COMMUNITY	Discussion of how children spend leisure time after school, in neighborhood. Make pictures of seasonal out door activities.	Discussion: kind of activities selected with whom they play when they must be home where they play	Time: supper Numbers: of children in neighborhood	Science: seasons and weather as related to playing outdoors	35
ACTIVITIES AVAILABLE FOR OBSERVATION IN THE COMMUNITY Appropriate Time and Place	Prepare children for participation as observers in school program. Learn songs for participation in school activities.	Discussion: kinds of school program behavior during school programs behavior at programs in the neighborhood	Time: date hour	Social Relationships: customs and behavior related to attendance of activities in community as related to Life Function on Home and Family	
	Discuss attending local movie.	Discussion: kinds of shows selecting movies to see behavior at community activities cost of attending community activities	Measurement: how far from home to movie Cost: of admission of public transportation	Science: safety and health as related to attending community activities	

LEISURE TIME

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
ACTIVITIES AVAILABLE FOR OBSERVATION IN THE COMMUNITY "I Went To See"	Discussion of community activities children have attended, i.e., fairs, concerts, ball games, shows. Collect pictures of kinds of activities attended in the community.	Discussion: choosing activities to attend cost of activities selecting companions to accompany them who supplied the money when attended Read: signs, i.e., exit entrance, stop, go, men, women	Vocabulary: admission free Time: summer night afternoon Saturday	Science: safety in public buildings and out of doors safety in travel Physical Education: learn elementary rules of team game	110

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
FUNDAMENTALS FOR MOVING ABOUT Spatial Relationships	Assign desks to children. Draw pictures of classroom to show location of equipment in the room.	Discussion: location of own desk in relation to teacher's desk, door, to persons around him, to front of room, to back of room. Read: name card on desk name on wall chart	Direction: in front of in back of	Physical Education: walking games exercises stressing direction practice in climbing and descending stairs Science: safety factors to moving about room, corridors	88
	Explore school building.	Discussion: finding own classroom, other classrooms, stairs, halls, lavatories, and principal's office	Vocabulary: terms of place and position	Safety: rules in relation to getting around building	115
Location Directions Landmarks	Explore the school ground. Build a simple model of the playground in sandbox.	Discussion: safe places to play assigned play area assigned building entrance time, place, and safety in crossing the street	Terms of Size: high low	Safety: rules relative to playground equipment	

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
FUNDAMENTALS FOR MOVING ABOUT Location Directions Landmarks	Take a trip in neighborhood near the school, i.e., to shopping district, park. Display a simple map of neighborhood showing school in relation to neighborhood store. Take a bus ride or discuss getting to school on the school bus. Build in sand box a simple model of neighborhood, park. Sing or listen to records of safety songs. Collect pictures of neighborhood stores, children walking, stop and go signs, or stop and go lights. Draw pictures of things seen on bus trip.	Discussion: behavior and practices in group travel crossing the street staying together following the leader walking safely location of school location of store name of street safety factors in travel approaching bus staying in safety zone getting on and off bus behavior on bus Read: stop sign	Counting: number of blocks number of streets crossed on trip by two's in partners Ordinals: first, second Amount: how many streets how many blocks Time: bus time morning afternoon	Social Relationships: customs and rules in the neighborhood specific to moving about as related to Life Function on Home and Family Physical Education: exercises which emphasize walking exercises which encourage walking together in lines	95 130 224

TRAVEL

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
Sources of Help for Traveling	Pictures showing policeman directing traffic. Discussion where we can get information about places we want to go in the neighborhood or community.	Discussion: techniques for securing information asking for help finding the right person knowing own name and address staying in familiar places when alone talking only to friends riding in car with family or friends only Dramatization: asking for directions giving directions	Numbers: house numbers telephone numbers	Social Relationships: community helpers and their contribution toward success and safety in travel as related to unit on the neighborhood Health: mental health factors in feelings of security arising out of knowledge that information and help in travel are available	89 196

TRAVEL

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
WAYS TO TRAVEL Family Car Bus Train Airplane Ship	Read a story about a family traveling together in a car. Pictures and posters of people on trains and planes. Class project--make a car, train, boat or plane large enough to sit in. Sing songs about cars, planes, boats and trains. Draw a picture of planes, trains, cars, buses. Collect pictures of different methods of travel for scrapbook. Roleplaying--riding on bus, plane, train.	Discussion: experiences on trips with the family how the family travels preparing for trip behavior on trip consideration for others kinds of public transportation in and out of the community Read: association of pictures, labels, or names of cars, planes, trains, buses, or boats Read: (to children) story about traveling by air	Vocabulary: terms of distance concepts of time and duration terms of height Numbers: concepts of cost	Social Relationships: the roles of members of the family in preparing for and taking a trip as related to Life Function on Home and Family Physical Education: rhythmic activities imitating movements of cars, planes, boats or trains Health: self-care and grooming in travel Science: weather and its implication for travel	87 122 220 230

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
AUDING Auditory Discrimination	Play recordings of familiar sounds. Read story featuring familiar sounds. Make sounds with bells, blocks, whistles. Listen for simple melody in familiar recordings. Learn basic rhythms for rhythm band.	Listening: identify and reproduce common sounds identify common sounds and group them by their locale, i.e., farm, zoo, city group common sounds by class, i.e., animal, machine sounds made by others in room locate sounds and describe their qualities, i.e., high, low, loud	Count: number of taps	Physical Education: play games based on producing, locating and identifying sounds produce free motion to conform to rhythmic pattern	119
Purposeful Listening	Play recordings of simple stories. Read short stories. Learn poem or song relevant to classroom activities. Learn melody and words to various songs. Learn rhymes and jingles.	Listening: discuss words recognized in the story and their meaning for words that sound alike and tell how they might be differentiated by their sounds		Physical Education: play group games wherein instructions and commands are basic to the game, i.e., giant steps, fairies and elves, red light playing singing games	131

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
AUDING Purposeful Listening	Illustrate stories heard in class to demonstrate comprehension. Finish drawing an imcomplete picture after listening to story.	Listening: for words in the story that begin the same way and what they mean for words in the poem or song that have similar endings and what the words mean children retell stories in their own words		Physical Education: responding to music through activities such as running, marching, skipping	
VISUAL DISCRIMINATION	Display photos of children in class. Display posters related to primary reading series. Field trip around the school to note the neighborhood. Film strip of simple stories. Make color charts. Use familiar pictures as base for jig-saw puzzle. Collect pictures and group according to classification in scrapbook, i.e., furniture, fruit, animals. Collect articles from nature and classify; leaves, rocks.	Discussion: characteristics of objects that facilitate discrimination and identification, i.e., color, shape, size how objects are alike and how they are different describe objects seen on field trip and classify, i.e., furniture, plants, animals	Form: square triangle circle Vocabulary: terms of size, shape, and position	Physical Education: games involving identification and detection Science: identification of natural phenomena as suggested in Areas of Knowledge in Science	56

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
VISUAL DISCRIMINATION	Games based on visual discrimination and comprehension, i.e., signals as directions. Display picture story book. Posters depicting message, i.e., National Safety Council Draw picture stories of situations related to school and home activities. Collect and display posters with message, i.e., safety, nutrition. Dramatize the interpretation of a poster or picture.	Discussion: familiar signs and signals and their meanings color cues in safety signals and their meanings facial expression and body position as cues in picture stories messages implicit in posters and other pictorializations Cooperative Stories: non-verbal cues typical of familiar people Dramatization: following directions given by gestures or signs	Vocabulary: terms in size, shape, distance, position	Social Relationships: attitudes and their expression by family members as related to unit on Home and Family Physical Education: pantomime games based on visual cues for directions	37

LANGUAGE ARTS

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
EFFECTIVE COMMUNICATION THROUGH SPEECH Receptive and Expressive Language	Introduce sharing period in the morning. Play a game which requires oral response such as "Animal or Farm Lotto" Dramatize story such as "Three Little Pigs" Have program such as puppet show or story-telling time. Sing simple songs which emphasize sound and enunciation. Make puppets for class play. Make TV frame. Make a stage for presentation of puppet show.	Discussion: using complete sentences speaking clearly and purposefully relate a story or an experiment in logical order Dramatic Play: enactment of play and work situations with extemporaneous dialogue	Rational Counting: children in the group Ordinal Counting: of objects and persons in the room	Social Relationships: courtesy in conversation practiced in home as related to unit on Home and Family Physical Education: play games which call for oral responses and clear explanations	110 119

LANGUAGE ARTS

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
EFFECTIVE COMMUNICATION THROUGH WRITING Penmanship Organization	Demonstrate how to use different media in painting. Show a number of simple drawings children may copy. Write a thank-you note which children help to formulate. Have each child sign own name. Write daily news to be copied by some and traced by others. Make covers for scrapbooks and workbooks. Use of paints to make simple paintings. Make individual calendars.	Painting: apply various media Drawing: simple pictures about experiences using various media Writing: trace or copy names and familiar words daily news labels new words	Form: reproduce simple geometric forms	Physical Education: develop large and small muscle activities in games	

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
OBTAINMENT AND USE OF MATERIALS Classroom Orientation Storage, Use, and Care of Equipment and Supplies	List of school supplies needed. Distributing school supplies. Becoming acquainted with classroom equipment. Becoming acquainted with play equipment. Becoming acquainted with games and toys. Learning where materials and wraps are kept. Decorate boxes for keeping individual supplies. Decorate orange or apple crates for toy box. Cooperative project in repair of play house equipment. Make labels for supply storage boxes and other equipment.	Discussion: where supplies can be purchased who buys toys and equipment Read: list of supplies needed Read and Write: label equipment label places where material will be kept name labels for wraps	Counting: number of articles in list balls, bean bags number of coat hooks Vocabulary: cost in relation to expensive, not expensive Money: recognition of coins Comparison: cost of various articles of school equipment, i.e., tablet, pencil	Social Relationships: unit on relative value of own and family belongings as related to Life Function on Home and Family Physical Education: become familiar with unique purposes of game and play equipment	18 193

ARITHMETIC

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
OBTAINMENT AND USE OF MATERIALS	Pictures of well kept closets and shelves. Class inspection of equipment in the room. Visit to school stockroom to see how equipment is stored and kept. Make cutouts to decorate sides of bookcases and cupboards. Carry out room duties as assigned on chart. Make repairs (within the children's ability) on equipment, books, toys.	Discussion: advantages in an orderly, well organized system of storing equipment where specific items should be kept and who will be responsible for their care Read: cooperative story on the contribution of each member in the care of equipment and supplies develop list of rules for the management and conservation of class property, own property Write: list of duties in classroom on chart	Counting: make inventory of class property Vocabulary: terms of size, shape, weight, place, position Grouping: group equipment according to characteristics and function	Social Relationships: how the family cares for various types of home equipment as related to Life Function on Home and Family Science: the effects of weather on various materials, i.e., cloth, metal, when left out of doors	44 49 88 89

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
OBTAINMENT AND USE OF MONEY Earning Budgeting Buying Saving Borrowing	Class collection of money, i.e., milk money, Red Cross. Display teacher-prepared arrangement of coins. Observe cashier in school cafeteria and talk about job. Collect materials for classroom store for play and practice in buying, selling, and caring for materials. Make individual banks. Make a chart illustrating the value of different coins, i.e., five pennies equal one nickel, two nickels equal one dime. Have school banking day. Bring favorite toys and games to school to demonstrate how they are used and cared for.	Discussion: the function of money the source of money in the home conservation of money in saving and buying buying wisely, i.e., a good lunch, a pencil with strong lead	Money: recognition of coins Vocabulary: quantitative terms Counting: count coins within grouping, i.e, five pennies, two nickels Simple grouping: break-downs of coins of five cents and over	Social Relationships: the wage earner in the family and his contribution to family comfort and welfare as related to Life Function on Home and Family	43 82 124

OCCUPATIONAL ADEQUACY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PERSONAL COMPETENCIES FOR WORKING Work Habits	Discuss classroom supplies and equipment. Display chart of room duties. Decorate boxes to keep materials and supplies. Room duties such as caring for plants or pets, cleaning up, putting toys and supplies away.	Discussion: use and care of supplies and equipment duties necessary for classrooms having a regular time for duties importance of each doing his duty importance of doing the job properly Read: duties and names	Count: amount of equipment and supplies Grouping: types of equipment and supplies Vocabulary: terms of place and position Time: concepts of promptness clean up time today tomorrow day of week yesterday now later	Physical Education practicing skills of locomotion Health: mental health factors in finishing a job mental health factors in working with others Social Relationships: how people work together as related to unit on the school and home	110S 116

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PERSONAL COMPETENCIES FOR WORKING "How Do I Look"	Morning health inspection. Film on grooming. Posters on grooming. Make scrapbook of nourishing foods. Sing health songs. Self-care activities, i.e., brushing teeth, combing hair, hanging up wraps.	Discussion: importance of being clean importance of clean clothing, suitable clothes importance of combing hair importance of correct foods List: good health habits Read: name on health chart Look: pictures of good health habits	Vocabulary: time terms direction (left, right) Number Recognition: in lists of health habits dates	Health: daily health practices visiting the doctor and dentist as a preventive measure. mental health factors in being able to recognize abilities and limitations Science: how common illnesses are spread Physical Education: practicing skills used in work and play, i.e., carrying, hanging, climbing	164 165

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
SOCIAL COMPETENCIES FOR WORKING Working Together	Read a story about getting along with others. Have each child introduce himself. Collect pictures of persons working and playing together. Construct ring toss game. Dial telephone number on toy telephone. Dramatize talking on phone.	Discussion: getting along with others getting along with persons in authority taking turns sharing importance of being understood of using complete sentence of knowing name and address Write: name	Number Writing: write scores in games Number Recognition: numbers in addresses telephone numbers	Physical Education: group games which encourage taking turns Health: mental health factors in playing cooperatively	89 116
Insurance	Discuss school insurance.	Discussion: what school insurance means	Concepts: cost of school insurance	Health: school insurance as means of proper care in case of a serious accident	

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
ACADEMIC COMPETENCIES FOR WORKING	Plan and take field trip to place of work. Make scene of places visited in sand box. Paint pictures of things seen on field trip. Collect pictures or posters of community helpers.	Discussion: sharing planning trip transportation behavior what to see Reading: pictures and simple experiences charts about field trip Writing: sign thank-you note label pictures representative of visit	Cost: of transportation Time: day afternoon calendar season month	Social Relationships: problem on courtesy in travel Health: what to wear on field trip safety in travel Science: season and weather	196 200 201

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R*
FAMILY RELATIONSHIPS Cooperation Contributing	Show film about the family. Bulletin board display of photographs of pupils' families. Stories about families or family activities. Pictures illustrating family activities, i.e., leisure, work, education. Keep record of duties carried out at home. Learn and practice housekeeping activities which can be carried over into the home Make puppets and dramatize family experience relative to cooperation in the home.	Discussion: need for cooperating and contributing in the family examples of cooperation and contribution in families Read and Write: examples of cooperative experiences in the family stories of contributions made to the family Write and Spell: names of family members Read: book and stories about family life and families	Numbers: ages of family members birthdate of members of the family Comparison: ages, size, height and weight of members of family Concepts: old-er-est young-er-est Measurement Terms: of height of weight time	Social Relationships: community activities in which family can cooperate Physical Education: recreational games Health: mental health factors associated with being a cooperative and contributing member of the family	15 43 45 120

*Numbers refer to items listed in section Materials and Resources in back of Guide.

HOME AND FAMILY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
FAMILY RELATIONSHIPS Holidays and Special Occasions	Student's report about personal experiences within the family groups, i.e., reunions, birthdays, anniversaries. Recognition of pupils' birthdays. Stories about celebrations and holidays. Sing birthday songs and songs relative to holidays. Carry out seasonal activities such as making Christmas decorations, coloring Easter eggs, jack-o-lanterns. Make notebook of personal celebrations.	Discussions: family customs and celebrations differences in ways holidays are celebrated Dramatization: showing family customs Read and Write: cooperative stories relative to family customs list of relatives with names Read: stories about customs, holidays or celebrations Spell: words relative to family	Time: dates, i.e., birthdays, holidays Cost: problems relative to entertaining problems relative to cost of celebrating holiday, anniversaries Numbers: age of different members of the family year members of family were born	Social Relationships: community celebrations relative to special occasions or holidays family celebrations relative to holidays and special occasions Physical Education: folk dancing social games	65 66 215

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
AREAS OF FAMILY LIVING Helping at Home	Reports on kinds of tasks done in and around home. Film on household tasks.	Discussion: tasks around the home which pupils do helping with household tasks as a contribution to the family remuneration for task at home	Time: budgeting time for work and play Fractions: needed in cooking and sewing, i.e., ½ cup, ¼ inch Banking: keep record of savings	Social Relationships: areas of responsibilities in household tasks of various members of the family Science: developing habits of cleanliness as related to tasks around the house	41 48
Our Jobs	Report on after school and Saturday job in the community. Films or pictures or talks about family responsibility. Make note or scrapbook of pictures illustrating jobs in the community of interest to pupils.	Discussion: ways of earning money using earnings wisely part-time work as a means of perparing for a job in adulthood responsibilities of parents, of children Write and Spell: words in units Write: stories explaining pictures in notebooks	Compute: simple budget Money: identify coins make change for one dollar Problems: relative to earning, spending saving	Social Relationships: opportunities for employment in the community as related to Life Function on Management of Money and Materials Health: mental health factors related to living within financial means	75

HOME AND FAMILY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
AREAS OF FAMILY LIVING	Display of baby pictures. Report of the arrival of a new baby in the family. Stories about family life. Film on activities in the family. Make a scrapbook of pictures illustrating toys, games, clothing, etc. for baby or young child. Make a notebook of your family--stories, pictures, photographs.	Discussion: acceptance and responsibilities in connection with a new sibling in the home helping with the new baby financial responsibilities connected with an additional member in the family ways of working and playing with the family visiting relatives family relationships in relation to school, church, neighbors, and business and community services Read: books about family life Spell: common words related to units names in family	Measurement: make a growth chart for a baby or younger child table of weight linear measure Fractions: one-half one-fourth	Social Relationships: family life in relation to physical and financial care Science: growth and care of young animal, i.e., a pet which can be brought into the classroom Health: differences in diet as related to age and size mental health factors in adjusting to a new family member mental health factors in having satisfactory community relationships	

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
SOURCES OF HELP FOR FAMILY PROBLEMS People Who Help Us	Visit from agency personnel to describe nature of services rendered. Visit from school health nurse. Field trip around the community to learn sources of help, i.e., hospital, clinics, churches. Exhibits illustrating safety at home, safety at school· causes and prevention of accidents. Make map of community showing location of sources of help, i.e., fire department, police department.	Discussion: ways in which accidents at school and at home could be prevented of people and places that can be considered as sources of help in case of emergency Dramatization: emergencies and how to meet them causes of home accidents and ways to prevent them Write: safety rules for different emergency situations	Time: hour, half-hour five minute intervals Measurement Terms: mile, feet, yard Concepts: cost of service free service	Health: first aid in and around home Social Relationships: community agencies as related to health services; financial help; advisory help or social and spiritual advice	215 223 225 231

SOCIAL ADJUSTMENT

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
INTERPERSONAL RELATIONSHIPS Self Help	Film on courtesy. Pictures of children in partnership activities with other children or adults. Tell stories stressing good manners. Collect and display pictures of children in independent self-care activities. Daily practice in self-care activities which can be carried out at school.	Discussion: self-care activities in health and grooming that make one acceptable to others observations of courtesy and good manners in others Write: list self-care activities Dramatization: do's and dont'ts in manners	Vocabulary: elements of time as they relate to concept of punctuality	Social Relationships: courtesy and good manners in the home and neighborhood as related to unit on Community Helpers Health: mental health factors in having a close circle of friends	27 30 31 67

SOCIAL ADJUSTMENT

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
INTERPERSONAL RELATIONSHIPS Sharing	News or share and tell period. Stories about children in co-operating activities. Film on courtesy. Collection of money for gift or flowers. Work in pairs to construct games which involve taking turns and sharing of equipment, i.e., ring toss, bean bag. Sing rounds.	Discussion: factors in behaving which lead to good interpersonal relationships specific situations in which sharing plays a key role sharing as a part of a group in expressing thoughtfulness, appreciation, sympathy Write: list of ways in which one can share things or activities with others Read: cooperative stories and experience charts relating the role of sharing to work and play activities out of school and in school	Counting: money Adding: money Dividing: equal shares as in refreshments	Social Relationships: how facilities and time are shared in the home and the neighborhood as related to unit on Community Helpers Health: mental health factors arising out of co-operative behavior Physical Education: play games where players take turns and share equipment	110-G 118

SOCIAL ADJUSTMENT

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
GROUP RELATIONSHIPS	Films illustrating team games. Display pictures of children in group work activity. Read stories of group co-operation. Display announcements of neighborhood activities. Construct sets or backgrounds for group presentation of drama or culminating activity. Serving as monitors and patrol boys. Special services jobs around the school such as passing milk, distributing audio-visual aids, delivering messages.	Discussion: the roles of group members with emphasis on the responsibilities of the leaders, of the other members tasks and activities that can be accomplished only by group action Write and Read: list the characteristics typical of desirable group behavior, i.e., good sportsmanship list the characteristics typical of good leadership		Social Relationships: the family as a cooperating group as related to Life Function on Home and Family the class as a cooperating group as related to the unit on Community Helpers contributing to neighborhood harmony through the recognition of the rights and privileges of others Health: mental health factors in being an accepted member of a group	

SOCIAL COMPETENCY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
COOPERATING CITIZEN	Help students fill out class schedule. Discuss what will be expected of one attending regular classes, i.e., music, art or physical education. Serve as monitor in hall.	Discussion: responsibilities and behavior expected when attending classes situations where students can help each other Write and Read: make large class schedule showing daily schedule of students	Time: read clock for class time Concept: being on time to class	Social Relationships: appropriate behavior as a factor in making friends appropriate behavior as a factor in getting along at home	80 110-E
Knowing the School	Tour of building as an orientation to understanding the various roles of persons in authority in the school. Make large chart showing where various personnel are located. Share in school care program.	Discussion: relationship of pupils with other personnel duties and responsibilities of various school personnel Write: list personnel in building, i.e., nurse, janitor	Vocabulary: terms of distance in a building location of class rooms and other facilities of building	Social Relationships: roles of various school personnel and their relationship to the pupil Health: mental health aspects of cooperating with others and fulfilling responsibilities	18

SOCIAL COMPETENCY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
COOPERATING CITIZEN	Film depicting ways of showing responsibility or proper behavior. Dramatize responsibility and irresponsible acts in different situations. Display pictures showing responsible behavior.	Discussion: reason for cultivating a sense of responsibility behavior in different situations Write and Spell: list rules for different situations label pictures depicting various kinds of behavior in different situations		Health: appropriate behavior as a factor in mental health	67
	Voting for student to represent class at meeting or on student council. Discuss meaning of elections. Collect pictures of community helpers who are elected. Display ballots.	Discussion: factors to be considered in selecting a person to represent the class responsibilities in being selected what elections mean parents' responsibility at election time Write and Read: name on ballot, make ballots, tally votes	Counting: votes Comparison: most (votes) least (votes)	Social Relationships: community helpers who are elected and their duties and responsibilities Health: mental health aspects of fulfilling tasks and duties feelings created by winning or not winning in relation to mental health	85

SOCIAL COMPETENCY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
COOPERATING CITIZEN	Display pictures relating to appropriate holidays. Make projects relative to holidays. Sing songs related to holidays.	Discussion: history of holiday meaning of holidays and celebrations to us cooperating in the community celebrations of holidays Read: simple books about holidays and celebrations Tell: how holidays are celebrated at home	Time: read dates	Social Relationships: lives of persons connected with holidays traditions and celebrations which grew out of holidays Physical Education: folk dances related to holidays	

SOCIAL COMPETENCY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
CONTRIBUTING CITIZEN Self Respect	Show strip films relative to personality development or guidance. Show films relative to health or grooming. Dramatize good and bad aspects of personality. Make notebooks illustrating self-care practices or grooming.	Discussion: aspects of personality development which help us to be contributing citizen how to develop healthy personalities importance of caring for health importance of personal care Read: posters and charts relative to health, grooming or personal care		Health: mental health factors related to healthy personality development cleanliness as a factor in personality development Physical Education: personal health grooming rhythmical activities	91 92 117

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
CONTRIBUTING CITIZEN Care for Others	Display campaign literature of such organizations as United Fund, Red Cross. Films showing purpose and work of agencies and organizations. Stuff envelopes for a drive of an agency. Prepare bulletin board with pictures and materials relative to current interest in service and welfare organizations.	Discussion: purpose of organizations which contribute to the welfare of the community difference between private and public organizations how one can join or help service and welfare organizations Tell: reports on ways individuals or their family have contributed	Vocabulary: meaning of contributing in terms of money Counting: contribution Money and Business Terms: welfare terms such as taxes, insurance, community chest, contributions	Social Relationships: civic responsibilities as related to service and welfare organizations	223 225 237

SOCIAL COMPETENCY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
CONTRIBUTING CITIZEN	Report by student council representative on "The Council" Announcement by student council representative regarding an all school activity. Make posters for school, advertising school program. Bake cookies for school bake sale. Decorate booth for school money making project.	Discussion: purpose and work in student government ways that each can contribute to school, community and home ways each individual can contribute to the welfare of their home and family purpose of school activities contributing to school activities	Concept: the place of contributions in earning, saving and spending	Social Relationships: responsibilities for contributing to the welfare of the school, community or home	

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PHYSICAL HEALTH Nutrition	Films on good eating habits, nutrition, or cleanliness. Posters on basic foods. Group competition in planning and preparing best balanced and most economical breakfast for entire class. Collect pictures for recipe and cook book. Class mural to illustrate sources of various basic foods. Make own recipe book. Make a chart illustrating well balanced meals then actually prepare a meal.	Discussion: food as a source of energy food combinations typical of breakfast, lunch and dinner relationship of foods, exercise, rest, and regularity of body function in maintaining good health Read: basic food charts health books on food and diet Write: combinations of foods in preparing balanced meal list rules for good health based on good eating habits	Vocabulary: measurement terms of weight, size, and amount Compute: cost of food for a meal Compare: time spent in resting and exercising by persons at different ages	Social Relationships: sources of foods and how they get to us as related to unit on Community Helpers Science: animal experiment to illustrate effects of adequate and inadequate diet Physical Education: types of physical activities beneficial to appetite and digestion Health: how the body uses food	68 110J 110K 110H 206 207

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PHYSICAL HEALTH Cleanliness	Films on self-care and grooming. Stories depicting relationships between cleanliness and good health. Posters on care of clothing. Pictures of children in seasonal dress. Make scrapbooks with pictures illustrating habits of personal cleanliness. Make toothbrush rack for class. Have an exhibit of articles needed in keeping a person clean and neat. Routine of daily personal care which can be done at school.	Discussion: how personal cleanliness helps to prevent spread of illness every day practices in personal cleanliness how proper dress aids in maintaining good health the relationship between well-kept clothing and personal cleanliness selection of clothing for various activities during day Write and Read: list desirable habits of personal cleanliness List articles and equipment for use in personal cleanliness Read: health books	Time: hours associated with specific habits of cleanliness Money: cost of articles and equipment used in personal cleanliness Compute: cost of different combinations of articles and equipment Time: hours at which daily activities begin and end, i.e., school, play	Social Relationships: family activities and provisions for personal cleanliness in the home as related to Life Function on Home and Family Health: antiseptic measures which promote health and healing mental health factors in feelings of well-being arising out of personal cleanliness and pleasing appearance Science: experiment to show how uncleanliness supports growth of undesirable organisms, i.e., fungus	91 92 117 132

HEALTH

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PHYSICAL HEALTH Sickness Prevention	Posters and pictures warning against epidemic and common illnesses. Display pamphlets from health departments. Visit from school nurse to discuss common illnesses. Collect and display educational medical literature and posters regarding preventive measures against diseases, i.e., small pox vaccination, polio immunization.	Discussion: diseases most common to children; to adults how diseases are spread measures that individuals and groups should take to halt the spread of disease Write and Read: experience chart of illnesses children have experienced showing symptoms and effects; measures taken to counteract them Write: health procedures to be taken to prevent the spread of disease	Time: duration of specific disease Money: cost of medical attention cost of common medicines	Social Relationships: how the family combats illness as related to Life Function on Home and Family Science: weather and seasons and their relationship to common illnesses Health: individual responsibility in preventing the spread of illness and catching common diseases, i.e., exercise, rest, care of clothing	163 237

HEALTH

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PHYSICAL HEALTH Sanitation	Films on health in regard to diseases and the community. Health Department posters on sanitation. Collect pictures showing how the community helps to protect your health. Posters for "Clean Up Week!" Draw scenes illustrating knowledge gained from unit relative to sanitation and show on roller-box movie.	Discussion: proper disposal of garbage and rubbish at school and at home use of disposable tissue when infected with contagious illness reason for cleansing hands and face before meals, going to bed Read: rules regarding garbage and rubbish disposal habits of cleanliness		Social Relationships: people who help keep our community healthy and clean as related to unit on Community Helpers how citizens help keep the community healthy and clean, i.e., home, yard; proper use of public waste containers, as related to unit on the Community Science: how sanitation is effective in fighting illness	180 236

HEALTH

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M &
PHYSICAL HEALTH Taking Care of Our Body	Show films about the body or its parts. Posters relative to body structure and function. Display posters illustrating good posture or care of the body, i.e., workmen wearing safety glasses, helmets in football, proper way of sitting. Scrapbook of pictures showing good lighting, proper exercise or proper foods.	Discussion: care and protection of the body and its various parts functions of the body and its parts the major vital organs and their contribution to body functions Read: science or health books relative to the structure and function of the body Write and Spell: common words relative to a body structure and function	Compute: hours of sleep students get in a night, in a week Vocabulary: pairs terms of relative size	Science: show how sunlight, fresh air and water are essential to health by experiments with plants Health: the gross mechanism of the eye, ear, etc. and their care Physical Education: games and exercises designed to improve posture and body functions	91 92 175 183

HEALTH

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
MENTAL HEALTH Making Friends	Show film on social behavior. Tell of personal problem to class recently experienced. Discussion of a problem mutually experienced by the majority of the class. Make a large chart of pictures illustrating things we can do well, things we can't do, things we would like to do.	Discussion: social problems experienced by most of the students what behaviors the individual can expect of others what behaviors others expect from the individual the various possible results when we are unable to do what others expect of us establish criteria for making self-judgments in familiar social situations Write: develop individual areas for improvement in social behaviors in the classroom		Social Relationships: levels of performance and ability typical of jobs in the community as related to unit on Community Helpers Health: mental health factors in awareness of one's abilities and limitations mental health factors in behaving in an appropriate manner in the classroom and in the school	60 118 125

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
MENTAL HEALTH Rules of Behavior	Film showing children in varying situations of co-operative activity. Stories that highlight difficulties arising out of misunderstandings or violating rules and customs.	Discussion: the rules that help us get along together in all kinds of situations how the violation of rules and customs effect others how rules and customs are enforced the role of self-control as it applies to rules and customs		Social Relationships: behavior rules and customs general to all occupations as related to unit on Community Helpers Health: mental health factors in recognizing and acknowledging customs of others	79

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
SERVICES Our Health Helpers	Film about doctor, nurse or dentist. Class visit to school nurse for check-up on sight and hearing. Make scrapbooks or gifts for a long term patient in hospital. Scrapbook or bulletin board display of pictures of the various health services and helpers in the local community.	Discussion: a visit with the dentist, doctor, or the school nurse our reactions and behavior during the visits need for private and public physicians, clinics, hospitals, health department and laws relative to health Write and Read: experience with various health helpers names--dentist, doctor, nurse, hospital	Cost: dental care glasses Time: appointments	Social Relationships: community services immediate to the neighborhood that provide health and medical services as related to unit on Community Helpers Health: regular physical examination as a preventive health measure	185 186

SAFETY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PREVENTIVE SAFETY MEASURES Why Accidents Happen	Students' report about an accident. Display of posters of safety rules. Display of pictures illustrating safety practices. Show safety films. Draw pictures illustrating safety practices. Construct safety signs.	Discussion: causes of accidents at home, school ways to prevent accidents at home, school, street Write and Read: experience charts of students' report of an accident on playground ways to prevent accidents Read: vocabulary relative to safety in units		Social Relationships: safety at home safety at school safety in travel as related to going and coming to school community helpers as related to safety and fire prevention	93 114

SAFETY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PREVENTIVE SAFETY MEASURES Fire	Show film on fire prevention. Give instruction for fire drill. Draw posters for "Fire Prevention Week."	Discussion: fire prevention fire drills Write and Read: list of ways fires can be started fire drill rules Read: science book relative to fire and what makes it burn newspaper articles relative to local fires	Numbers: read figures giving cost of fire	Science: the relationship of fire and air	190
Weather	Weather forecast report by student. Make a large thermometer.	Discussion: purpose of forecasts how forecasts help us different kinds of weather results of bad weather precautions to be taken in bad weather	Numbers: read thermometer	Science: weather as related to safety or health seasons as related to safety and health Social Relationships: community helpers as related to disasters and safety	

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PREVENTIVE SAFETY MEASURES Weather, Cont'd.		Write and Read: weather chart by class Spell: weather words in units Read: books about weather and seasons			
CORRECTIVE SAFETY MEASURES First Aid	Talk on safety. Show film relative to first aid methods. Posters on first aid. Demonstrate common first aid practices children can do. Sing safety songs. Make scrapbook for person who has been in an accident.	Discussion: what to do in case of accidents how to report accidents Dramatize: ways children could help at scene of accident on playground, at home, on street Write and Read: do's and don'ts in case of accidents	Number Recognition: telephone numbers house numbers	Science: safety and first aid in relation to accidents Social Relationships: community helpers as related to safety and first aid	187

SAFETY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
CORRECTIVE SAFETY MEASURES Disasters	Report on how help was given in a local disaster. Make gifts for hospitalized persons.	Discussion: what happened whether it could have been prevented how help was given who helps Write and Read: story how we can help	Money: count money collected for Junior Red Cross	Social Relationships: Junior Red Cross as a community helper in time of disaster	
Insurance	Announce sale of school insurance.	Discussion: purpose of insurance cost in relation to expense of accidents	Cost: concept of sharing cost as in insurance amount each individual pays	Health: mental health aspects of having insurance in case of accident	

LEISURE TIME

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
ACTIVITIES AVAILABLE FOR PARTICIPATION AT HOME Fun at Home	Show film of children at indoor play Film of family engaged in leisure time activities. Display pictures of leisure time activities in which families can participate. Telling about different leisure time activities in the family. Make games and equipment for use in home, i.e., bean bags, checker boards, checkers. Learn songs which can be sung by family group. Make craft projects which could be carried over into home as leisure time activ. Build an aquarium. Make collections, i.e., rocks leaves, stamps, butterflies. Collect pictures of people in sports, i.e., baseball players.	Discussion: activities and facilities for leisure time in the home the role of self and others in selecting, planning, and carrying out leisure time activities in the home differentiate between leisure time and time for duties and tasks who takes part in family activ. when the activities are done cost of the family leisure time activities Write: sentence about pictures invitations for friends to participate in a family activ.	Time: develop a time schedule for leisure time activities concept of punctuality as related to completing task so as to provide time for leisure time activities Compute: scores in game cost of various activities find costs of games played in home and develop comparison of costs Vocabulary: terms of position terms of distance	Social Relationships: how the family can utilize leisure time wisely as related to Life Function on Home and Family Physical Education: group games which can be played in home Health: mental health factors in cooperating and sharing in leisure time activities Science: seasons and weather and their implication for the selection of home activities living things as related to leisure time activities	33 36 38 39 40 110R

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
ACTIVITIES AVAILABLE FOR OBSERVATION AT HOME Television	Examine television and/or radio guide with children. Pupils prepare a bulletin board display of TV or radio programs as related to language arts activities. Make posters related to unit on health.	Discussion: selecting radio and TV programs sharing radio and TV programs with family selecting companions with whom programs are shared cost of maintenance of radio and TV programs liked best Write and Read: list of favorite TV or radio programs names of athletes or TV actors	Time: TV and radio (hour and half hour) Number Recognition: read numbers on radio and TV dial Time: list hour and day of program viewed Concept of cost: prices of radio and TV cost of repairs and replacement of parts	Social Relationships: sharing TV and radio time at home as related to the Life Function on Home and Family Health: physical health factors as related to sleep and exercise in connection with viewing TV or listening to radio	217

LEISURE TIME

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
ACTIVITIES AVAILABLE FOR OBSERVATION AT HOME Records	Play records. Listen to records for appreciation, enjoyment, information and/or to learn new songs. Learn to operate a record player properly.	Discussion: favorite records listening times Write and Read: list records children like	Concept of Prices: cost of records cost of needles Compute: cost of records	Science: factors in the care and use of household equipment and furnishings, i.e., records, record player, TV, radio	217
Books	Explore magazines, newspapers and books with children. Make a chart for keeping a record of books read by children. Have a room book fair, i.e., each child bring his favorite book for display. Have a book display from library.	Discussion: factors in selecting books, magazines, and newspapers members of family sharing magazines, books favorite books Read: teacher reads a book to children comic strips newspaper article related to interest or units in which children are engaged	Concept of Cost: price of books price of subscription vs. single copy	Homemaking: factors in caring for story books, newspapers and magazines as related to Life Function on Home and Family	220

LEISURE TIME

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
ACTIVITIES AVAILABLE FOR PARTICIPATION IN THE COMMUNITY "What Can We Do?"	Read literature relative to clubs and organizations, i.e., scouts, little league, YWCA, YMCA. Display pictures to illustrate leisure time activities such as hiking, bike riding, fishing, gardening. Display of flowers and/or vegetables raised in garden during summer. Prepare containers for planting seeds.	Discussion: opportunities for participation opportunities for making friends summer time and evening activities choosing suitable activities choosing companions to share activities	Cost: dues and fees in clubs and organizations Time: day of week for various activities time of day of activities Compute: cost of participating in activ. Vocabulary: measurement terms used in hiking or bicycling	Social Relationships: community facilities for leisure time as related to Area of Knowledge in Social Relationships Science: living things as related to leisure time activities	11 36 223

LEISURE TIME

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
ACTIVITIES AVAILABLE FOR PARTICIPATION IN THE COMMUNITY Fun in the Community	Discussion of team games with which children are familiar. Display announcements of community leisure time activities, i.e., YMCA swimming classes, playground events. Bulletin board display to illustrate sports, outings, rules for sportsmanship. Make equipment for team games, i.e., bean bags, board games for throwing, bases.	Discussion: sportsmanship group behavior individual behavior selection of team members Read and Write: announcements list events of interest Write: list of rules for personal and group conduct as related to rights of others, safety rules, private property restrictions rules for playground activities	Cost: admission equipment transportation Compute: scores in various games Time: opening and closing time of facilities travel time starting time length of time of events Vocabulary: terms of position and distance	Physical Education: team games folk dancing vocabulary of terms used in games Health: mental health factors in wise selection of leisure time activities	213 225 227

LEISURE TIME

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
ACTIVITIES AVAILABLE FOR PARTICIPATION IN THE COMMUNITY Seasonal Activities	Films or pictures of individuals engaged in various seasonal activities. Make simple map showing location of places where community leisure time activities are available. Make mural portraying community leisure time activities in which children can participate.	Discussion: appropriate seasonal sports and events location and distance to place of activity ways of traveling i.e., walking, bus, car	Compute: cost of transportation to place of activity distance to activity	Social Relationships: unit on safety as related to participation in leisure time activities or travel Physical Education: activities emphasizing skills of coordination, locomotion Health: appropriate clothing and health measures for participating in activities	
ACTIVITIES AVAILABLE FOR OBSERVATION IN THE COMMUNITY	Dsiplay of pictures of scenes in various types of community facilities available for leisure time activities, i.e. zoo, baseball park, museum. Make a scrapbook or bulletin board display of pictures illustrating some of the leisure time activities and facilities available to the particular community. Make a mural illustrating a leisure time event or activity the class has observed.	Discussion: points of interest and entertainment in the community facilities which have been visited signs and other guides which help the spectator find his way and understand what he sees	Compute: cost of attending activities i.e., movie, zoo, cost of transportation, meals, refreshments Time: visiting hours days facilities are available	Social Relationships: behavior and customs acceptable in community facilities for leisure time as related to the community Physical Education: learn principles and rules of games for enhancing understanding and enjoyment of popular sports	

LEISURE TIME

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
ACTIVITIES AVAILABLE FOR OBSERVATION IN THE COMMUNITY "Where to Go?"	Posters announcing community events. Newspaper announcements of events. Student announcement regarding a community event.	Read: parts of announcements Discussion: schedules of community events value in attending cost of attending	Money: coins and their relative value Costs: admission other costs of attending	Health: mental health factors in budgeting and saving	32 138 139 140 147
	Reports by students on attendance of community events. Discussion of a movie seen by the students.	Discussion: behavior and customs at events how to judge behavior of others behavior and understanding of customs as a basis for selecting companions cost of attending events		Social Relationships: interpersonal relationships connected with attending activities as a member of a group as related to Life Function on Home and Family Health: mental health factors associated with being identified with acceptable companions mental health factors associated with family rules relative to time schedules of being away from home physical health factors associated with rest, sleep, regular meals as related to attending events.	28 67 110B 110C

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
FUNDAMENTALS FOR MOVING ABOUT Finding the Way	Tour of school building. Tour around the school neighborhood. Display map or street guide of the community. Group project--draw a simple map of the school building or neighborhood and show location of places of interest to pupils. Make and display signs such as North, South, East, West, Stop. Display pictures of community facilities drawn by children around a map of the city and indicate locations by lines drawn from picture to map.	Discussion: location and use of different parts of the classroom location and use of various places in building locations, names, directions of streets Write and Spell: terms of directions, i.e., up-down, in-out, right-left, walk-wait, back-front, look-listen, top-bottom Read and Write: names of school, street, stores, public buildings directions such as North, South, East, West signs such as keep to the right, railroad crossing	Vocabulary: concepts of directions such as up-down, back-front Addition Facts: number of blocks between various places of interest Shape Discrimination: traffic signs through form Numbering: awareness of the systems of house numbering	Social Relationships: preparations preliminary to travel in the neighborhood in terms of locating the goal as related to unit on the Neighborhood Science: problem in finding directions in regard to East, West, South and North Physical Education: games involving directions	87

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
FUNDAMENTALS FOR MOVING ABOUT How to Get There	Display photographs of familiar places in the neighborhood. Display reproductions of street signs, traffic signs. Discuss school bus schedules, public transportation schedules. Display bus schedules. Take a walk around the neighborhood at recess time. Construction of a diorama of a neighborhood.	Discussion: . landmarks how landmarks help us find our way permanent and temporary landmarks systems of transportation in the community, i.e, school buses, transit lines Write: list landmarks enroute to and from school Read: school bus schedule for various sections of the community	Vocabulary: terms of relative size, position, shape Measurement: terms of distance estimates of distance Time: arrival and departure times concept of punctuality	Social Relationships: physical characteristics of the neighborhood as they apply to travel in the unit on the Neighborhood Science: materials from which buildings and homes are made and their relationship to effects of weather and season	95

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
SOURCES OF HELP FOR TRAVELING	Visit to classroom by bus driver, patrolman, taxi driver. Posters illustrating modes of public transportation. Travel posters from travel agencies. Draw a series of pictures relative to a trip to show on roller-box movie. Build an information booth or ticket window. Make tickets to sell in ticket office. Make a display of pictures or models of different modes of travel.	Discussion: sources of information for travel in the community techniques for getting information Read and Write: list persons in the community who can be of help in giving information for travel, i.e., police officers, mailman, bus driver Read: books about different methods of travel local bus schedules Spell: selected words from unit	Time: develop individual schedules for trip to and from school Compute: time consumed in trips covering different distances as indicated on schedules	Social Relationships: community helpers in travel as related to unit on the Neighborhood Health: mental health factors arising out of ability to communicate and relate to others	

TRAVEL

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
WAYS TO TRAVEL Our Trip	Read story of family on a trip. Show film of a family traveling. Children's reports of family trips. Devise and prepare games for traveling. Make scrapbook of photos or drawings of trips with the family. Collect and display pictures of automobiles. Role playing--family on a trip.	Discussion: ways families can take trips planning what must be done to make a trip easier, i.e., preparation, manners, packing reason for traveling or taking trips Read and Write: list of reasons for trips families have taken list of things that need to be done in preparation for a trip Read: experience charts cooperative stories written about a field trip of the entire class	Time: concept of time required to travel various distances, i.e., walking a mile, driving 100 miles Measurement: understanding a speedometer reading a speedometer Vocabulary: terms of distance and duration Compute: costs involved in trips, i.e., gasoline, oil, meals	Social Relationships: the roles of members of the family in preparing for and taking a trip Physical Education: games and activities suitable for play while traveling Science: machines, energy, and force in relation to travel weather and seasons in relation to travel	33 138 139 140

TRAVEL

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
WAYS TO TRAVEL	Display pictures which show various modes of traveling. Films or filmstrips on how people travel. Read stories about traveling by public transportation. Reports by children of trips on public transportation. Make and display map showing location of transportation terminals.	Discussion: various modes of traveling ways to travel in the locale advantages and disadvantages of different types of travel Read: experience charts about student trips books relative to unit activities Read and Write: list safety rules for different modes of travel Write: letters requesting literature relative to transportation and travel Spell: select spelling words from unit activities	Compute: cost of fares for different means of traveling in town costs of travel to distant points by way of different means of transportation Vocabulary: terms of distance terms of linear measure Money: recognition of denomination of coins and bills making change	Social Relationships: transportation facilities in the community as related to unit on the community geography of community geography of state Science: machines, energy, and force in relation to travel Safety: rules for safety in different modes of travel	

LANGUAGE ARTS

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
AUDING Auditory Discrimination and Comprehension	Recordings of stories and songs. Listening to stories read or told by teachers. Listen to variations in music, i.e., high, low, slow, fast, loud, soft. Listen to rhythm to determine rhythm activities.	Listening: ideas in the story, i.e., who when, where, what and why new words and their meanings words of the same sounds with different meanings directions how familiar words may be used as context cues for discerning meanings of new words Write: simple sentences about stories as answer to a question	Compute: teacher dictates number problems Numbers: writing numbers given orally	Physical Education: use of games with oral directions, i.e., "Simon says" learn square dance calls responding to music, i.e., skip, march, polka	90 214

LANGUAGE ARTS

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PURPOSEFUL OBSERVING	Display pictures to illustrate a sequence of events. Show filmstrip of school or home activities. Field trips, i.e., to local stores, parks. Draw series of pictures depicting a story or trip for roller-box movie. Dramatize observations made on trip and have children guess scene, i.e., children playing in park, stock boy putting can on shelf.	Discussion: relate the story seen in series of pictures for sequence of ideas objects or events seen in filmst'ps personal interests as focal point of trip Write: make list of observations to be made on trip Write and Read: experience charts of observations on trip Spell: new words from trip Read: book to give additional information about interests aroused on trip	Vocabulary: observe and discuss the occurrence of numbers in the environment observe and discuss quantitative and qualitative concepts persisting in the environment	Physical Education: play games involving visual cues for action and scoring Science: observe and study natural phenomena indicative of seasonal changes Safety: observe safety hazards on trip	110K 110R

LANGUAGE ARTS

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
EFFECTIVE COMMUNICATION THROUGH SPEECH	Share and tell period. Individual reports of experiences. Listening for stories contained in music. Learn short poems relevant to class projects. Develop and tape a class play. Develop a TV show.	Discussion: relating information clearly and completely different techniques of effective communication through speech Write: list rules for effective communication through speech	Vocabulary: the use of quantitative and qualitative terms to enhance accuracy of communication	Physical Education: games requiring organization and explanation Health: care of organs of speech and hearing as related to communication	7 88 110C 131
EFFECTIVE COMMUNICATION THROUGH WRITING Legibility and Organization of Written Material	Bulletin board display of class work. Articles in periodical, i.e., Weekly Reader. Culminating activity of class project. Make silhouettes of classmates with written name below each. Write invitations to parents and friends. Prepare the bulletin board illustrating the learnings from a unit of work. Display written work.	Discussion: how written materials are organized for effective communication forms customary in familiar types of written communication Write: list rules for legible effective written communication specimens of varying types of simple written messages	Vocabulary: use and practice with numbers, quantitative and qualitative terms in written communication	Social Relationships: how the family uses writing as a means of communication as related to the Life Function on Home and Family	65 216

ARITHMETIC

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
OBTAINMENT AND USE OF MATERIALS	Discussion of books and materials required for each student. Film on responsibility in caring for equipment. Display pictures of familiar articles and equipment shared in the home, neighborhood and school. Visit school library and stockroom. Collect and display pictures and advertisements of home appliances to show differences in value according to model and type. Repair of books and equipment within the ability of the group.	Discussion: sources of familiar articles in the home and school and their relative value limits of purchasing power of children, of adults values other than monetary involved when using materials and equipment belonging to others Read and Write: list rules for caring for one's belongings	Estimate: relative cost of different familiar articles in the home and school Numbers: read price lists and relate to articles Compute: cost of school supplies Vocabulary: terms of size and quantity	Social Relationships: shopping centers and types of merchandise available in the neighborhood as related to unit on Community Helpers Physical Education: sources and cost of games and play equipment	49 100 104

ARITHMETIC

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
OBTAINMENT AND USE OF MATERIALS Checking Supplies	Inventory of class equipment and materials. Class discussion on the function of storage space and shelves in the room. Make and display posters illustrating management and conservation of materials, i.e., cleaning up after a task, replacing tools, hanging clothes correctly. Construct storage shelves. Decorate cupboards. Make curtains for storage cupboards.	Discussion: the responsibilities of the user of classroom materials and their implication on management and conservation self-responsibility in using and caring for own or family's belongings assignment of responsibilities for classroom equipment Read and Write: list desirable behaviors in caring for own and classroom equipment Read: list of class members and their assignments	Counting: write numerical listing of classroom equipment and materials Vocabulary: comparative terms of size ordinal numbers Estimate: cost of replacement of non-expendable materials Compute: cost of replacement of expendable materials develop price lists	Social Relationships: the role of care and conservation of personal belongings and equipment as they effect interpersonal relationships, budgeting, etc., as related to Life Function on Home and Family Science: durability of common materials under stress of exposure to weather, friction, dirt Mental Health: mental health factors in ownership of well-kept belongings	

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
OBTAINMENT AND USE OF MONEY Management	Observation of cashier in school cafeteria. Class discussion of where and how children make purchases for self and family. Make scrapbook of items owned by or desired by students--show costs. Collect pictures illustrating remunerative tasks in which students have engaged or might engage and display with written explanation.	Discussion: a family income and its source the concept of the allowance and responsibilities implicit in it limits of purchasing power of current allowance how to distribute expenditures so that funds extend across each allowance period Write and Read: experiences in earning and spending money list tasks in the home that might yield remuneration Write: plan a budget for self or family	Money: recognition of coins and bills in combination Compute: amount of income over varying periods of time planned expenditures and residual amounts distribution of funds in the budget in various combinations Vocabulary: terms of quantity	Social Relationships: jobs in the community, their basic duties and income as related to unit on Community Helpers Health: mental health factors in having funds available for desired purchases	100 101

ARITHMETIC

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
OBTAINMENT AND USE OF MONEY Conservation	Display advertisements and catalogues from local stores. Class discussion of needs in classroom equipment. Visit from representative of bank. Reports from class on activities on saving. Display of material from banks. Collect and arrange game and crafts equipment in the classroom to simulate store. Participate in school saving plan. Sell school supplies to entire school from classroom store.	Discussion: principles basic to wise shopping behaviors and customs of the buyer and the seller advisability of saving methods and places for saving money how the bank functions and serves the community Dramatize: planning and making a purchase Write and Read: list courtesies associated with shopping	Money: making change for coins and bills Compute: total shopping lists costs of items individually and in combination Vocabulary: quantitative terms terms of measurement Grouping: concept of grouping under one price, i.e., three for twenty-five cents	Social Relationships: familiar workers in shops and stores as related to unit on Community Helpers Health: mental health factors arising out of security in knowing how to relate to others mental health factors arising out of financial security	82 94

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PERSONAL COMPETENCIES FOR WORKING Proper Care and Use of Tools	Display of pictures to illustrate various work habits. Film on use of tools. Posters to illustrate care of tools. Make safety slogans. Construction of clock. Make a scrapbook of various classifications of tools with labels, i.e., garden, carpenter, kitchen.	Discussion: use and care of material and equipment why and how we plan the day's work value of starting and completing each task within the planned time Read: experience chart about the use and care of equipment daily plans directions for tasks Write and Read: names of tools	Time: hour, half hour, period of day time school starts, recess, lunch time, end of school day concept of punctuality Compute: cost of tools and equipment Money: problems relative to buying and selling tools make a list of tools with price	Health: mental health factors in well organized work plans Science: identification and classification of tools care and use of tools Safety: safety rules relative to different kinds of work	117

OCCUPATIONAL ADEQUACY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PERSONAL COMPETENCIES FOR WORKING	Film on grooming. Film on good health habits. Discussion on knowing yourself. Make a mural showing sequence of health habits practiced during a day. Scrapbook of appropriate clothing for various kinds of work and for school. Make a display of health posters. Practice habits of cleanliness at school.	Discussion: differences in individuals' looks, health, behavior advantages of being different value of understanding our differences Write and Read: list tasks which they do best tasks in which they think they need to improve rules on courtesy and good manners Dramatization: use of good manners Read: book relative to unit activities	Meaning and Use of Terms: measurement such as inch, foot, yard, tall, short weight such as pounds, ounces, light, medium, heavy	Health: effect of personal cleanliness in relationships with others mental health factors in grooming mental health factors in acceptance or rejection of others Physical Education: exercises and games which help develop physical fitness	

OCCUPATIONAL ADEQUACY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
SOCIAL COMPETENCIES FOR WORKING Your Manners	Dramatization of manners as related to getting along with others in such places as cafeteria, hallways, PE class Film on conduct in school or in public places. Scrapbooks on pictures of different activities showing group cooperation. Collect and display posters of working groups. Give program of folk dances and other physical activities for parents. Dramatize "do and don't" in social behavior with persons in different roles.	Discussion: social factors which help us get along with others kinds of behavior necessary for getting along with persons in different roles, i.e., person in authority, fellow workers, friends general principles for getting along with others Read: experience chart written about experience with school personnel, with persons outside of school, i.e., parents, employers, friends Spell: words needed for charts Write: list of rules for getting along with peers, with adults		Social Relationships: cooperation within the home as related to Life Function on Home and Family cooperation in school Health: mental health factors in relation to peers and to persons in authority Physical Education: group and team games folk dancing singing games tumbling and stunts	31

OCCUPATIONAL ADEQUACY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
SOCIAL COMPETENCIES FOR WORKING	Discussion of school insurance and savings. Discussion relative to meaning of social security. Posters to illustrate ways of saving. Construct a coin bank. Construct a bank booth for "Savings". Have a regular weekly savings project. Make a bank book for savings.	Discussion: school insurance as a sharing device for social security savings as an individual device for social security Write and Spell: words, i.e., save, savings, bank, savings stamps, penny, nickel, dime, quarter, half-dollar and dollar words commonly used in relation to savings make out savings deposit slips	Addition and Subtraction: computing cost of school insurance banking account Money: making change coin recognition Vocabulary: time concepts related to saving Banking: make deposit slips	Social Relationships: ways to save as related to unit on Community Workers Health: mental health factors as related to various means of providing social security in our society	

OCCUPATIONAL ADEQUACY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
ACADEMIC COMPETENCIES FOR WORKING The Tool Subjects	Student's report to class about job experience in and around home. Film on various jobs in the community. Posters of people at work. Make individual clock faces or coin banks. Collect pictures of tasks done by boys and girls at this age for scrapbook. Draw pictures of tasks performed by students. Show drawing of tasks in a roller-box movie. Develop a TV show--illustrate and explain what workers need to be able to do certain kinds of jobs.	Discussion: each student's chores skills needed for chores ways of being rewarded techniques in conversation Write and Read: list kinds of chores experience charts about tasks performed at home Write: schedule of chores label pictures illustrating chores skills necessary for performing various chores Read: book about community helpers, i.e., bus driver, postman, nurse Spell: words in units	Terms: earning spending saving Processes: add subtract Money: making change Time: chore time number of hours Concept: punctuality	Social Relationships: skills connected with familiar jobs as related to Community Helpers Health: mental health factors in occupational competence	19 196 200 201

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R*
FAMILY RELATIONSHIPS My Family	Reports of families in news. Pictures, films, film strips of family life. Assignment of school and room tasks and duties. Discussion of home tasks and duties. Bulletin board display of photographs of children's families.	Discussion: individual responsibility in sharing and cooperating in the family Read: magazine, newspaper for stories about accomplishment of families Write: about family activities or family experiences Read and Write: list ways of helping at home	Comparison: of age, younger, older of size, height, weight Schedule: family time relative to work, play, etc.	Social Relationships: contributing member at home Health: mental health factors in interpersonal relationships in family importance of good grooming	69 75 160
	Report from student about family celebrations. Display picture of a holiday celebration. Show film of holiday customs. Scrapbook of pictures of family activities. Plan, prepare and serve a holiday meal. Make decorations for holiday occasion. (place mats, etc.)	Discussion: different ways which families observe special occasions Read: stories concerning holiday customs	Costs: figure cost of holiday meal Problems: measuring and making place mats for table setting	Social Relationships: holidays and special occasion in family Physical Education: folk dances relative to holiday celebration	118

*Numbers refer to items listed in section Materials and Resources in back of Guide.

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
AREA OF FAMILY LIVING	Field trips to community stores and shops. Use of magazine and newspaper for ideas on cooking and food prices. Displaying pictures of attractive rooms. Assemble kits for personal grooming of nails, mending, darning, shoe shining. Plan menus using basic foods. Make diagrams of correct table setting. Maps showing sources of food. Cook and serve breakfast, luncheon, or dinner. Clean kitchen and furniture. Plan scrapbook of pictures for an attractive home. Girls--plan their own room at home and make curtains. Boys--make simple piece of furniture for room. Sewing, darning, ironing (with steam) doing laundry.	Discussion: cleanliness in relation to food cleaners, soaps, polishers cleaning equip. suitable clothing relative to quality, price wise shopping orderly clothes closet, cleaning and laundry procedure importance of labels, brand names, quality Read and Write: grocery list labels on food items recipes	Problems: dealing with arithmetic found in recipe and food buying Budget: weekly spending for food, clothing Compute: cost of cleaning supplies cost for furnishing various rooms of a home Compare: prices from newspaper ads or catalogs out of season buying with cost of seasonal buying Buying: cost in terms of durability and quality	Social Relationships: home care and maintenance management of material and money in the home Health: study of basic foods and their nutritional value Science: experiments to show effects of cleaners and polishes on wood experiments with colors for attractive combinations effects of heat of iron on different fabrics test materials for color fastness, shrinkage	81 184

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
AREAS OF FAMILY LIVING Simple Repairs	Display of electrical cord, sockets, broken chairs and household equipment needing repair. Display of window cleaner. Wash windows. Repair electrical cords and sockets. Collect and catalog materials and tools used in home repairs	Discussion: value of being able to make home repairs ways to repair household items Read: directions in connection with repairs Spelling: common household terms	Measurement: use of ruler Comparison: cost of making own repair with hiring repair done cost of repairs vs. replacement of new equipment hourly wage rate Compute: costs of tools and materials for home repairs Vocabulary: measurement terms	Science: magnetism and current electricity construct simple electrical circuit	98 113

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
AREAS OF FAMILY LIVING People at Work	Reports of job experiences. Posters of people at work. Films on community jobs. Trip to bank, store or factory. Scrapbook of pictures illustrating kinds of jobs. Collect and display materials on preparing for job interviews. Actual job experience around school or part time in community.	Discussion: different types of work Read: want ads in local papers stories about people earning their living in different ways literature relative to banking Write: lists of jobs open to boys and girls budget items in budget book	Compute: time and pay pay check and deductions Problems: relative to social security benefits Vocabulary: concepts in savings monetary terms Banking: use of bank book checking account savings account deposit slips	Social Relationships: personal inventory earning power wise and economical buying (compare quality and price) compare income and living cost Health: mental health factors in saving for time of need or emergency	84 104 151 154 168 169 200 201

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
AREAS OF FAMILY LIVING	Talk about dating. Film on boy-girl relationships. Nurse talk to girls or boys. Read book relative to physical growth and development. Posters on boy-girl etiquette. Find illustrations about care of the skin. Make gifts for community nursery. Make garments for children or babies. Plant and make refreshments for children. Make booklet of suggestions to baby sitters. Demonstration (life-size doll) in baby care. Serve as helpers in primary classrooms. Role playing in social situations as dating, going to mixed parties.	Discussion: appropriate time to start dating parent's reaction to dating care in choosing a date Read: books on dating stories on self-care and grooming Write: rules for dating make a notebook relative to information learned about care of infants and young children	Compare: costs of different ways to entertain a date Vocabulary: concepts of time concepts of expense	Health: personal care and grooming as factor in finding friends mental health factors in companionship as realized in appropriate dating Social Relationships: child care as related to Home Arts	58 60 118 165 237

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
AREAS OF FAMILY LIVING	Demonstration of use of stethoscope, blood pressure apparatus, and thermometer by school nurse. Demonstration by nurse on home nursing. Report on absence due to illness at home. Magazine pictures for charts of well-balanced meals. Plan and prepare a tray of food for a person who is ill. Make a directory of emergency telephone numbers. Collect and display material on home care of the ill.	Discussion: reason for use of various instruments by doctors importance of physical examinations importance of following doctor's orders home care of the ill what to do in case of serious illness Read: names of communicable diseases Role Playing: calling a doctor asking a neighbor for help	Reading Numbers: thermometer Budgeting Time: for sleeping, eating, working, exercising or pleasure Compute: cost of home care equipment Cost: medicine nurses doctors insurance	Social Relationships: health and accident insurance Science: basic food in relation to a balanced diet keeping fit in relation to nutrition, personal appearance, dental care, exercise, and rest Health: simple study of the main organs of the body as related to function and care care of the sick in the home communicable diseases--prevention and care	

HOME AND FAMILY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
AREAS OF FAMILY LIVING	Picture of happy family group. Announcement of PTA meeting. Discuss out of school activities. Make illustrations of how families work together. Make games for home. Make a model of the community locating school, businesses, churches, etc. Locate places of community service and interest on local map.	Discussion: value of participation in community activities PTA and its value Write: list of family activities invitation to parents about meeting Read: rules for games names of streets Reports: activities of individual pupils in extra school and recreational groups	Compute: score for games cost of equipment for games Estimate: distance from one point to another cost of participating in different family activities	Social Relationships: family works together family plays together the family's roles in various community facilities and services, i.e., school, church, neighbors, business	110H 223 224 225

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
SOURCES OF HELP FOR FAMILY PROBLEMS	Report on progress of classmates in hospital. Read stories from newspaper, magazine, or books how agencies help in case of need. Visit from worker in Family Service Agency. Collect literature concerning various agencies and make a file. Locate local service facilities on a large map.	Discussion: sources of community assistance value of services purpose and services of agencies Write: list places where family may obtain help, i.e., family agencies, medical and health services, religious agencies, DPW, Crippled Children Service, free clinics, hospitals, etc.	Compute: cost of hospital service and insurance plan cost of life insurance	Social Relationships: community facilities available to families in time of need or emergency insurance as a way of helping self in time of need Health: mental health factors in asking for and accepting assistance	162 236

SOCIAL ADJUSTMENT

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
INTERPERSONAL RELATIONSHIPS Personal Care	Introduction of text book to be used as reference in personal development. Show film on every day courtesy or personal hygiene. Display pictures and posters of adolescents in leisure and work situations. Pictures of adolescents at work and play. Class discussion of rules of courtesy experienced in other parts of the school. Announcement of a school project wherein everyone will be expected to share responsibility for its success. Prepare and display exhibit of clothing to illustrate appropriate dress for typical social situations. Develop and illustrate manual of good manners in the kinds of situations the students are most likely to encounter most often in life. Bulletin board display of pictures and posters demonstrating situations where sharing plays a key role.	Discussion: good grooming and appearance as an aid in establishing relationships with others the role of every day courtesies in helping establish good interpersonal relationships situations in school, in the home, or in the community where sharing of time and things is critical to adjustment individual and class responsibility in the success of a school project Read: pamphlets and books relative to personality growth on topics such as selection of clothing, etc.	Compute: cost of wearing apparel suitable to the occasion, i.e., school, parties Time: concepts of time as they relate to punctuality and attendance Vocabulary: terms of time, duration and frequency	Social Relationships: courtesies toward fellow workers and persons in authority in working as related to the Life Function in Occupational Adequacy the role of sharing in maintaining good relationships with fellow employees as related to the Life Function on Occupational Adequacy Health: good health and how it contributes to a pleasing appearance mental health factors in knowing and applying appropriate behaviors as demanded by social situations mental health factors associated with reciprocal behavior beneficial to all	27 28 80 110F 116 210 211

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
INTERPERSONAL RELATIONSHIPS Personal Care Cont'd.	Make poster for school project.	Read: stories or articles which illustrate examples of people sharing at work, civic endeavors, or neighborhood projects Write: short stories illustrating the role of manners in different situations short stories of experience involving sharing Dramatize: act out situations wherein sharing is a key factor to illustrate a range of reactions of others to sharing and non-sharing behavior illustrating good and poor manners in different situations with persons in different roles, i.e., an employer, an older person, a peer,		Physical Education: social dancing posture exercises personal hygiene learn leisure time sports and activities where sharing is important	

SOCIAL ADJUSTMENT

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activites	M & R
GROUP RELATIONSHIPS Working Together	Film showing how groups organize to accomplish a task. Class discussion of experiences as a member of a group, i.e., YMCA, YWCA. Read stories of groups in action and how they met their goals. Collect and display pictures and posters describing the work of groups in the community, i.e., service organizations, unions, athletic teams.	Discussion: reasons for organizations, committee and other groups the role of the members of a group, i.e., the leader, the members how the individual contributes to the welfare of the group, i.e. skills, time, moral support, money the relationship between the leader (authority) in occupational groups and the worker Write: describe desirable characteristics of good leadership; good followership in different types of groups		Social Relationships: how membership in the occupational group is maintained as related to Life Function on Occupational Adequacy Health: good health as a condition of acceptance in a group mental health factors in belonging to and benefiting from a group	99 225 227

SOCIAL COMPETENCY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
COOPERATING CITIZEN	Orientation to building and personnel. Assign pupils to duties around building.	Discussion: adjusting and getting along in building names, positions, and roles of personnel relationships with personnel Read, Write and Spell names of teachers and other personnel name of building address of school Read and Learn: rules and regulations of school, i.e., parking, fire drill, behavior in halls	Time: classes begin length of periods	Social Relationships: factors in adjustment as related to Life Functions on Travel and Social Adjustment Safety: aspect of safety related to being cooperative in school	56 96 80

SOCIAL COMPETENCY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
COOPERATING CITIZEN	Selection of room representative on student council. Construct a voting booth for mock election. Visit to Court House to see a voting machine.	Discussion: responsibilities and duties of person selected purpose of student government individual's responsibility for behavior in school Read: list of candidates		Social Relationships: elections and voting as a civic responsibility	
	Announcement of school function. Make decorations, costume or posters for school function. Learn songs for participation in school function. Make a project (cake, bookends) and donate to money making project for school.	Discussion: purpose of function individual responsibility and role in function Read: literature relative to function Write: invitation to function	Cost: admission contributions Compute: cost of attending school function	Social Relationships: sharing in a school function as related to citizenship	

SOCIAL COMPETENCY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
COOPERATING CITIZEN	Study school menu. Prepare and serve a lunch. Work in cafeteria. Make menus for meeting of a club or organization. Make charts of foods in cafeteria and list price.	Discussion: value of the school cafeteria to students responsibility for proper behavior in cafeteria being able to select food wisely and quickly as a factor in cooperating in the cafeteria Read: menu Write and Spell: foods on menu make list of rules for behavior in cafeteria	Compute: cost of lunch cost of lunch for a week, month Comparison: cost of bringing lunch vs. buying Cost: price foods listed make up problem about meals make change	Social Relationships: cafeteria personnel as community helpers cafeteria work as an occupation in relation to the Life Function on Occupational Adequacy	29 110R 125

SOCIAL COMPETENCY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
COOPERATING CITIZEN	Read report of disaster or accident in newspaper. Listen to newscasts of work of organization during time of disaster.	Discussion: community cooperation relative to disaster purpose of community organizations and agencies how we help these organizations do their work	Numbers: read cost involved in disaster Money and Business Terms: insurance as a civic responsibility	Safety: procedures and practices to follow in times of disaster or accident Social Relationships: contributing to agencies and organization as a civic responsibility	
CONTRIBUTING CITIZEN Self Care	Newspaper and magazine accounts of accomplishments of teen-agers. Demonstrations of proper manners in different situations. Demonstrations and actual practice in grooming, i.e., manicuring nails, washing and setting hair, shining shoes.	Discussion: self care as factor in being a contributing citizen Read: success stories of young people in newspapers, magazines, and books articles relative to problems		Social Relationships: developing attitude toward wise use of leisure time selecting leisure time activities Health: personal appearance as a factor in mental health cleanliness as a factor in physical and mental health Physical Education: exercise and diet as factor in care of health	71 73 152 171 172 184

SOCIAL COMPETENCY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
CONTRIBUTING CITIZEN	Tour to a place of work to observe job opportunities. Make notebooks of job possibilities listing competencies needed. Keep an account book of earnings and expenditures.	Discussion: job opportunities skills required for jobs personality requirements for working Write: paper on merits of earning own spending money	Compute: problems relative to spending earnings problems of budgeting earnings	Social Relationships: occupations in the community as related to Life Function on Occupational Adequacy	100 162
	Absence due to illness in home. Demonstrations of care of the ill at home.	Discussion: additional responsibilities and duties during illness sharing extra work during illness	Compute: cost of illness, i.e., wages lost, cost of doctor, medicine	Health: care of the sick at home	188
	Report on care of younger children at home. Helping in the first grade room.	Discussion: responsibilities in caring for children Read: books relative to care of young children		Social Relationships: care of younger children as a contribution to the family in relation to the Life Function on Home and Family	236

SOCIAL COMPETENCY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
CONTRIBUTING CITIZEN Helping Public Agencies	Fund raising project at school. Donating to a drive. Make a chart of agencies in community.	Discussion: responsibilities to fund raising projects at school and in the community purpose of the projects work of agencies how they serve community welfare Write: list agencies and service organizations in the community with the service they render	Money and Business Terms: tax community chest Money: count collection sorting money for deposit	Social Relationships: contributing to school or community projects as a civic responsibility	97 100 173 178

HEALTH

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PHYSICAL HEALTH Nutrition	Weigh and measure members of class. Show film depicting good eating habits. Display posters of prepared dishes of food. Pictures showing healthy teen-agers. Keep individual record of daily diet for a week. Plan, prepare and serve well balanced meals. Develop a list of well balanced menus for a family. Dramatize ordering a meal in a restaurant. Make chart showing foods that help to build good teeth, bones, muscles, blood.	Discussion: proper weight in proportion to height how to control weight classifications of food evaluate diet according to basic foods recommended for a balanced diet how foods effect skin and teeth Write: list foods in the various classifications, i.e. fats, proteins Read: menu from restaurants and make selection for various meals	Measurement: linear measure table of weight Vocabulary: keep individual charts on weight and measures Compute: cost of meals selected from a menu problems of calories in various meals food budget using local newspaper ads lunch in school cafeteria	Health: the control of weight through proper diet the place of vitamins in the diet implications of diet on physical and mental well being Science: how the body uses the three classes of foods Social Relationships: social behaviors and customs typical of public dining places	72 74

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PHYSICAL HEALTH Personal Cleanliness	Film on personal cleanliness. Display posters showing well-dressed teenagers. Charts and posters on grooming. Prepare make-up kit (girls). Demonstrate principles of good make up. Girls and boys prepare manicure kit. Manicure nails. Demonstrate proper way to shampoo hair (girls).	Discussion: how cleanliness is related to health use of cosmetics and toilet articles Read: health books on personal grooming Write: list of articles needed for make-up kit, for manicure kit	Compute: cost of toilet articles Compare: prices of articles by differences in size and quantity	Health: basic rules for physical cleanliness and health mental health factors in acceptance and rejection based on appearance Science: function and care of the skin	145 192
Clothing	Charts of feet showing effects of wrong kind of shoes. Film on care of clothes. Display cut-outs of clothing for various activities. Project on learning to wash and press clothes of different textiles. Equip a shoeshine kit.	Discussion: importance of neat and clean clothes correct clothing for specific activities Write: list methods for prolonging life of clothing	Compute: cost of sending clothing to laundry cost of dry cleaning cost of cleansers cost of shoeshine equipment	Health: effects of improperly fitted garments and shoes mental health factors in proper selection of clothing Science: effect of soaps and bleaches on different materials	183

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PHYSICAL HEALTH Food	Film on canning fruit or vegetables. Visit from Home Economics teacher to discuss sanitary measures in relation to food. Can fruits and vegetables. Make preserves and jellies. Actual care of kitchen.	Discussion: personal cleanliness in preparation of foods Write: list materials for canning list cleansing agents for foods and utensils Read: cookbooks for directions and recipes	Compute: cost of canning foods cost of cleansing agents according to size and quantity time requirements in preparation of various foods	Social Relationships: how preserved foods supplement diet as related to unit on Homemaking Science: experiment showing effect of bacteria on food effect of refrigeration on bacteria how to kill bacteria	174
Illness	Film on communicable diseases Visit from school nurse to discuss effects of illnesses. Project on care of sick at home. Compile simple record of information on prevention or care of common diseases of children.	Discussion: good practices and laws concerning quarantine, isolation, disinfection, immunization, vaccination individual's responsibilities in controlling spread of illness Read: books and other literature relative to colds and other common diseases	Compute: loss of pay due to illness insurance sick benefits cost of medicine cost of medical care	Social Relationships: community agencies fighting epidemic and contagious illnesses Science: heat as an agent of sterilization chemicals as agents of antiseptics and sterilization	145 177 179

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PHYSICAL HEALTH Neighborhood	Pictures of clean neighborhood and neglected areas. Film on how communities are kept clean and healthy. Visit from official of department of public health to discuss topic. Project on making simple home repairs in plumbing and electrical connections. Make scrapbook of pictures of cleaning equipment in the home.	Discussion: the contrast in appearance of clean and neglected communities spread of disease in neglected area disposal of waste in the community rodents and insects as a menace to health Read: pamphlets and books relative to control of communicable diseases	Compute: costs of home repairs necessary to assure cleanliness costs of sanitation and disposal equipment for home cleanliness costs of rodent and insect control measures	Social Relationships: how cooperation can help keep the neighborhood clean as related to unit on the Community Science: how rodents and insects spread illness Health: mental health factors in a clean and attractive environment	177 179
Rest and Sleep	Display health posters. Film on the need for adequate rest. Incident illustrating effect of loss of sleep on people. Present personal life incidents caused by lack of sleep. Collect and display posters showing good sleeping conditions. Notebook on care of bed and bedding.	Discussion: the role of rest, relaxation, and sleep in the total day's function personal experiences due to loss of sleep Read: pamphlets and books on rest Write: list desirable habits related to rest, etc.	Compute: divide the day into periods of rest, sleep, work cost of adequate bedding	Health: benefits of rest and sleep Science: how lack of rest effects the body Physical Education: relaxation exercises	145 150

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PHYSICAL HEALTH Body Structure	Pictures of happy, active people. Model of body with removable parts. Film on body structure and function. Filmstrip on body structure and function. Talk by school nurse on body structure and function. Make health posters.	Discussion: the major external and internal organs and their roles in body functions Read: health pamphlets on care of the body Spell: common words related to body structure and function	Record: read thermometer and record temperature count pulse and record	Health: systems of body function and good health measures related to their care, i.e., the digestive system, etc. Science: food as a source of fuel and energy for body functions Physical Education: exercise and play designed to improve body function	174

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
MENTAL HEALTH Self-evaluation	Show film on group activities. Structure social situation to stimulate discussion of roles of participants. Reports of work experiences of students. Visit from vocational counselor to describe skills and responsibilities of various occupations. Display pictures of people at jobs available to students with description of skills needed for job.	Discussion: social skills as a basis of participation in social activities techniques for self-evaluation in occupational roles persons who can help in forming judgments of abilities and limitations in social and occupational roles Write: list personal assets and liabilities and methods of improvement or compensation Read: job skill specifications of available occupations		Social Relationships: analysis of social and occupational skills typical of specific jobs in the community Health: mental health factors in developing skills in self-evaluation Physical Education: group activities emphasizing team work	110T 116 166

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
MENTAL HEALTH Behavior	Posters of adolescents in variety of social and occupational situations. Film on courtesy and customs. Make scrapbook or bulletin board of pictures illustrating correct social practices.	Discussion: behaviors related to every-day group situations formal and in-formal penalties arising out of group standards for behavior how to determine values placed on certain behaviors by others Read: books on various social procedures and customs personal development books Write and Read: list formal and in-formal rules for behavior in social and occupational situations		Social Relationships: specific rules for behaviors related to jobs available to students as related to Life Function on Occupational Adequacy Health: mental health factors in being able to work and play with others with full understanding of their concepts of behavioral limits and values	28 110E 125

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
SERVICES	School dental check up. School nurse test of visual and auditory acuity. Required health examination reports from doctor. Film on hospital procedures. Newspaper article about someone in hospital. A member of the class in the hospital. Patent medicine ads in paper, on radio or TV. Use map to locate health services available in local community. Plan kit of basic first aid needs.	Discussion: how to use phone book to call for medical assistance value of health check up hospital routine dangers of indiscriminate use of medicine and drugs Dramatize: calling a doctor for a home emergency calling a doctor for an appointment for checkup a visit to a dentist Read: labels on bottles and tubes of medicine quarantine signs	Compute: cost of visit to doctor as compared with home visit cost of hospitalization according to accommodations Time: for appointments for taking medicine	Social Relationships: services available when in need of help for physical or mental illness as related to unit on the Community	236 237

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
SERVICES Private and Public Health Services	Clean-up day campaign. Posters from health and medical services. School drive for community fund. Visit to local health department. Display pictures and posters of medical, dental and mental health clinic services.	Discussion: roles of community agencies and clinics in providing medical, dental and mental health services why we support agencies and health drives Write: list various medical agencies supported by fund drives and requisites for receiving their services	Compute: costs of services from public medical agencies Compare: costs of luxuries as compared with expenditures for support of community agencies and clinics	Social Relationships: the services offered by various community agencies as related to unit on Community Health: mental health factors associated with community counseling and guidance services	174 185 211

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PREVENTIVE SAFETY MEASURES Safe driving	Look at booklets about rules for driving. Scrapbook of cars showing safety measures. Keep safety rules notebook. Construct relief map illustrating the various road conditions and sign drivers meet.	Discussion: safety rules necessary for driving Read: safety booklet books on safety	Numbers: read speedometer Costs: car upkeep for safe driving various kinds of insurance	Science: weather in relation to safe driving	56 58
	Talk by traffic policeman.	Discussion: need for safety rules for pedestrians Write: pedestrian safety laws		Social Relationships: community helpers related to safety and safe driving	188
Accidents	Report of home accidents. Make chart illustrating fire and accident hazards.	Discussion: types of home accidents causes of home accidents prevention of home accidents other places where accidents occur	Compute: cost involved in home accidents, i.e., medical care, loss of work	Science: safety measures in the home, i.e., electrical appliances, fire hazards	188

SAFETY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
Fire	Discuss fire drill in school. Posters on fire prevention. Explore books and articles about the fire department and its activities. Make "Clean Up Week" and "Fire Prevention Week" posters.	Discussion: school fire drill purposes of fire drills other places where fire drills are needed Write: rules which prevent panic in case of fire Spell: words related to safety in units	Cost: involved in fire at home, at school fire insurance premiums	Science: factors in fire control Social Relationships: community services and personnel relative to fire and safety Health: cleanliness at home as related to prevention of fires	19 20 55
Disaster	Explain "Emergency Broadcasting System" (formerly Conelrad), the warning system on radio.	Discussion: purpose of warning meaning of civil defense measures reason for civil defense Write and Spell: terms related to safety measures, i.e., air raid shelter, fire alarm		Social Relationships: community facilities for providing safety and protection	114

SAFETY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PREVENTIVE SAFETY MEASURES	Weather report from newspaper, TV, or radio.	Read: weather reports in newspapers Discussion: value of weather reports and forecasts science books relative to weather conditions Write and Spell: common words in units	Numbers: read thermometer Terms: freezing zero	Science: weather station as related to safety Health: weather in relation to physical and mental health	94
CORRECTIVE SAFETY MEASURES First Aid	First Aid demonstration by nurse. Discuss an accident which happened at school or home. Demonstrations of first aid practices. Demonstrations in home nursing practices. Prepare tray and meal for bed patient.	Discussion: desirability of preventing accidents value of first aid value of instruction in life saving Write and Spell: common words in connection with units on first aid and home nursing Read: books relative to first aid	Cost: hospital care vs. home care	Social Relationships: Red Cross as a resource for safe living in the community home nursing hospitals as source of care in accident cases	133 188

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
CORRECTIVE SAFETY MEASURES Disaster Aid	Discuss with pupils local newspaper article and pictures of house damaged by wind, fire or water.	Discussion: loss of property, life, and financial loss insurance as means of assistance organizations which assist in time of disaster Read: newspaper articles relative to various kinds of disasters	Numbers: read figures as reported in newspaper	Health: problems arising out of disaster	172 236 237
	Announce drive for emergency funds for disaster purposes.	Discussion: purpose of drive public responsibility in time of disaster Write and Read: ways to help in time of disaster	Reading Numbers: figures given in newspaper of drive collection		187 189 191
Insurance	Show pupils an insurance policy.	Discussion: insurance as a way of sharing in disaster and of saving for emergencies	Computation: simple insurance problems	Social Relationships: insurance as community sharing in time of disaster	161

LEISURE TIME

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
ACTIVITIES AVAILABLE FOR PARTICIPATION AT HOME Hobbies	Discuss ways teenagers spend leisure time at home. Pictures of hobbies or activities of interest to girls, i.e., flower arrangements, sewing, cooking and serving ideas, picnics, parties. Pictures of hobbies or activities of interest to boys, i.e., repairing cars, flying kites, baseball games, woodwork projects. Prepare decorations for a party. Prepare and serve refreshments. Bake a cake. Prepare a flower arrangement. Building an acquarium. Make a butterfly collection. Make a rock collection. Make a tree chart.	Discussion: characteristic of leisure time activities which are satisfying planning for leisure time activities such as parties, picnics factors to be considered in inviting those to share the activity Read: book on parties magazine for ideas books relative to hobbies, games, other activities Write: shopping list, guest list, invitations letters requesting information relative to hobby	Compute: cost of supplies or equipment for parties, games, hobbies Number Combination: reasoning and practice in addition, multiplication, and division in figuring cost of parties and sharing of expenses accounting for money collected for party counting coins and wrapping	Social Relationships: planning for leisure time activities in relationship to other duties as related to the Life Function on Occupational Adequacy Physical Education: dancing indoor games outdoor games Science: care of cars as related to hobby on leisure time activities food as related to hobby of cooking	63 110Q 110R

LEISURE TIME

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
ACTIVITIES AVAILABLE FOR OBSERVATION AT HOME	Reporting on leisure time activities during the week end.	Discussion: customary leisure time activities carried on in children's homes factors which determine selection of activities time and money spent on activities factors to be considered in selection of companions for leisure time activities	Time: allocating time for leisure time activities	Social Relationships: family values and their implication for the selection of leisure time activities as related to the Life Function on Home and Family	8 9 35 37
	Discussion of movie seen by family.	Discussion: cost of a family attending a movie comparison of this way of spending leisure time with other ways in terms of money	Time: hour show starts length of show Compute: cost of family going to a show	Health: mental health factors associated with sharing leisure with family as related to Life Function on Home and Family	152

LEISURE TIME

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
ACTIVITIES AVAILABLE FOR OBSERVATION AT HOME	Discussion of favorite TV programs. Bulletin board display of favorite TV and radio programs.	Discussion: factors to be considered in selecting programs sharing programs with family and friends Write: daily schedule including leisure time activities Read: TV guide for time and programs	Time: schedule of time for leisure and work Problem Solving: cost of purchasing home appliances in terms of cash vs. installment buying; in terms of quality, age of model, and size		

LEISURE TIME

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
ACTIVITIES AVAILABLE FOR PARTICIPATION IN THE COMMUNITY Community Fun	Display pictures of teen-agers participating in leisure time activities. Film depicting a leisure time activity of teen-agers. Display pamphlets relative to party planning, games. Exhibits of hobby and social clubs in school and community. Visit by leader of an out-of-school club. Listening to records for appreciation of modern music. Make posters of appropriate dress for different activities. Make scrapbook illustrating the leisure time activities of the family. Exhibits of pupils' hobbies or collections.	Discussion: kind of activities and facilities in the community available for leisure time participation factors to be considered in selecting leisure time activities, i.e., interest, skills, money Write: list activities according to types, i.e., in-door, outdoor, sports story about fav-orite activities Read: books, pamphlets, newspapers about leisure time activities	Money: relative costs of different activ. Time: budgeting time to avoid conflicts between leisure time activities and other duties Budgeting: planning a budget giving proper proportion of income to leisure time activities Costs: comparison of costs of differ-ent kinds of parties and entertainment	Social Relationships: community facilities available for active leisure time par-ticipation as re-lated to the com-munity in the Areas of Knowledge Physical Education: team sports dancing personal hygiene Health: self care and grooming mental health fac-tors in belonging and participating with a group	78 105

LEISURE TIME

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
ACTIVITIES AVAILABLE FOR PARTICIPATION IN THE COMMUNITY	Show film relative to teen-age dating. Display reading material and posters relative to leisure time activities for teen-agers. Charts illustrating proper grooming and dressing for various occasions. Dramatization of proper behavior in different situations related to leisure time activities.	Discussion: kinds of leisure time activities boys and girls can share behavior when sharing activities in co-ed groups behavior and customs when dating Writing: develop a code of behavior for teen-agers participating in leisure time activities in co-ed groups Read: books and pamphlets relative to customs, behavior in leisure time activities	Time: concept of punctuality in group activities Costs: comparison of cost of various leisure time activities Budgeting: as means of having funds for participating in community activities	Social Relationships: family values and their implications for individual responsibility in group activities as related to the Life Function on Home and Family Health: personal hygiene and grooming as factor in social acceptance mental health factors in good behavior on dates and in group activities	

LEISURE TIME

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
ACTIVITIES AVAILABLE FOR OBSERVATION IN THE COMMUNITY	Display announcement of community activities, exhibits, points of interest, school activities, school assemblies. Announce the showing of good local movies. Listen to recordings of a musical show or concert for recognition and appreciation. Dramatize the proper behavior in different leisure time situations, i.e., how to act in a movie, at a school assembly.	Discussion: opportunities the community offers for leisure time how to select those to be attended behavior and customs typical of individuals attending activities cost of attending movies	Time: starting time closing time length of performance hours of performance Concepts: punctuality relative costs of different forms of leisure time activities budgeting to allow appropriate amount for leisure time activities Compute: cost of taking companion to movie	Social Relationships: family interests and their relationship to activities for observation as related to home making in the Life Function on Home and Family Health: self care and grooming typical of attending activities mental health factors in conforming to the behavior and customs typical of community activities	29 117 118 210

LEISURE TIME

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
ACTIVITIES AVAILABLE FOR OBSERVATION IN THE COMMUNITY Selection	Display posters showing seasonal community activities of interest to teen-agers. Display newspaper clippings explaining and announcing leisure time events. Listen to music for appreciation. Sing popular and old favorite songs. Make posters for announcing school program or community events. Develop a bulletin board display of pictures and statements of activities of mutual interest in the class.	Discussion: time of the year various activities are most popular and why basis on which leisure time activities should be selected, i.e. interest, cost, availability basis on which companions are selected Read and Write: books, newspaper, posters, magazines relative to activities of interest, i.e., baseball, movie stars paragraph on favorite activity and why chosen	Time: concept of time relative to work and leisure time reading the clock judging the time required to reach an activity promptly Concept: budgeting to include appropriate amount of money for work and leisure sharing expenses of an activity paying another's way to an activity	Social Relationships: leisure time activities for observation in the community and their role in family planning as related to home making in Life Function on Home and Family Health: mental health factors in sharing activities of mutual interest with proper companions	32 33 130 153 162

TRAVEL

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
FUNDAMENTALS FOR MOVING ABOUT Spatial Relationships	Orientation to school building through tour of building. Orientation to school ground. Display map of city showing streets and locations of points of interest. Make floor plan of the school to show routes to classes, assembly hall. Display signs in room illustrating points of the compass.	Discussion: using the points of the compass as directions for helping us move about locating places through directions safety rules in the building rules concerning the grounds, limits, student parking, practice field location of familiar places in the community as they are related to home, school, and to each other	Numbers: the system of numbering rooms in the building Estimate: distance to familiar places in the community travel time to key centers in the community	Social Relationships: location of centers for shopping, work, and services in the community as related to unit on the Community Science: geography of the community relating its characteristics to aspects of commerce, residence Safety: safety measures in moving about the school	183 210 223

TRAVEL

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
FUNDAMENTALS FOR MOVING ABOUT Landmarks	Report of a new job or of job possibilities in the community. Display local street guide or map of the community. Display schedules of public transportation serving the community. Class prepare display of safety rules in the community and school. Make map of the community showing points of interest. Display different kinds of maps which can be of help to travelers.	Discussion: landmarks as an aid to traveler maps as an aid to the traveler location of places pupils should know in the community Write: simple directions for getting to and from school Write and Spell: words and phrases relative to unit on travel Write: letters requesting safety information	Compute: cost of driving a car, i.e., license, up-keep, gasoline and oil Estimate: traveling time, cost and distance to various places in the community Time: concepts of time write and read time as shown on bus and train schedules	Social Relationships: the nature of the community and the relationships of its various sections as related to unit on the Community Science: weather and seasons and their effect on travel Safety: rules for pedestrians and riders in the community	121 122 123 224

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
SOURCES OF HELP FOR TRAVELING	Discussion of experiences of students on a trip. Display pictures or post cards received by students from travelers. Visit from police officer to discuss how community helpers aid the traveler. Display of road maps. Display map of city and show points of interest. Display travel literature of interest to students. List agencies or individuals and the type of help they render.	Discussion: individuals and agencies who can aid us in traveling telephone, postal service and mail as an aid to the traveler "Traveler's Aid" service schedules and literature as an aid in traveling Dramatization: asking directions from an individual or agency Read: pamphlets and books relative to traveling	Compute: cost of trips to distant places time available in comparison to length of trip miles per day time out for sightseeing distance to destination Time: recognizing the schedules of various forms of transportation	Social Relationships: community helpers and how they asist the traveler as related to unit on the Community Science: conditions of highways as affected by weather sources of information about highway conditions	110T 110U 228

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
WAYS TO TRAVEL Private Transportation	Display posters depicting various makes of autos. Show film on care of the automobile. Visit auto shop or garage. Display charts of key systems of the automobile to show their role in safe driving, i.e., brakes, motor, lights. Collect and display posters and pictures illustrating rules for maintenance of motor vehicles. Wash and polish a car.	Discussion: advantages and disadvantages of owning a car obligations involved in ownership of an auto Read: driver training books literature about care and cost of an automobile Spell: selected words from unit	Compute: cost of travel by private conveyance Time: speed limits problem estimating the time required for a given distance Estimate: cost of upkeep of automobile, i.e., license, oil, gasoline Cost: of license	Social Relationships: responsibilities to others by owners and drivers of privately owned vehicles as related to unit on the Community Science: maintenance of the automobile and its implications for safety Health: motor coordination, vision and audition and their relationship to operating a motor vehicle	155 228

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
WAYS TO TRAVEL Public Transportation	Films illustrating different public facilities for travel. Display posters from various public transportation companies. Class discussion of experiences in traveling on public systems. Visit from representative of local transit line to discuss the services. Diorama or model of local transportation center, i.e., airport, bus station, depot, as a class project. Pictures illustrating public transportation services in the community. Role playing of proper and improper behavior on public transportation. Display maps which will be of help in traveling.	Discussion: how public transportation serves the community advantages and disadvantages of traveling by public carrier Read and Write: list different modes of travel write a letter to a speaker giving directions for finding the school Read: pamphlets and articles on customs and rules when using public transportation facilities	Compute: cost of travel in public conveyances of different types in the community; to distant communities Estimate and Compare: travel time to key locations in the community by public and private transportation Time: plan schedule of public transportation to conform with needs for getting to work on time, keeping appointments	Social Relationships: public transportation and how it serves the community as a whole as related to unit on the Community Health: rules for control of contagious diseases in crowded areas Safety: safety and courtesy and their importance in travel	220 222

LANGUAGE ARTS

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
AUDING	Discuss radio program. Film on effective speech. Listen to school announcements. Bulletin board display of pictures of favorite radio personalities. Identify characteristics of various types of music. Identify characteristics as an effect in music. Listen for styles in familiar poems and jingles. Make tape recording of short talks.	Listening: for information for discussion for clear speech mannerisms correct vocabulary to school announcements for directions Discussion: reasons for being a careful listener rules for listening listen and evaluate for effective speech on tape recordings made by students Write: prepare short talk for taping	Vocabulary: quantitative and qualitative terms in oral communication		16 79

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PURPOSEFUL OBSERVING Visual Discrimination	Field trip to observe job opportunities. Film on safety or health. Demonstrations such as child care, grooming procedures, project in Homemaking or Industrial Arts. Signs and bulletin board notices to be read. Tour of the building, library, or a museum. Notebooks on various job requirements. Make an individual project in Home Arts, Industrial Arts or Fine Arts from written directions.	Discussion: observations of skills required for various jobs advantages in careful observation of written communication main points depicted in the film Write: directions for a project--class or individual list rules for getting the important information from written material Draw: diagram of building, labeling locations of points of interest	Vocabulary: the occurrence of number quantitative and qualitative concepts in written communication	Social Relationships: the role of observation in fulfilling occupational tasks adequately as related to Life Function on Occupational Adequacy Science: observation and classification of physical and biological phenomena in the environment Health: mental health factors in efficient communication through careful discrimination and comprehension	154 155 156 157 158 169

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
EFFECTIVE COMMUNICATION THROUGH SPEECH Reporting	Introduction by members of class. Report of student representative at school council meeting. Report of individual experiences. Pamphlets and materials from telephone company. Project in constructing telephone directory of friends relatives, community services. Plan a class TV program relative to current events or school activities.	Discussion: requisites for effective speech when making introductions how to effectively report meeting activities to class Read: directions for using telephone Dramatize: a telephone call Practice: clear speech in answering and talking over telephone Write: list rules for effective communication through speech		Social Relationships: the role of effective speech in occupational settings as related to Life Function on Occupational Adequacy Science: study the local telephone company and the mechanical aspects of services	90 96 109 153

LANGUAGE ARTS

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
EFFECTIVE COMMUNICATION THROUGH WRITING	Read newspaper ads for job announcements. Fill in blanks for employment An invitation to a party. Show film on writing letters. Announcement of party or activity. Display on bulletin board simple letters with properly addressed envelopes. Display of application forms from various industries. Make recipe card file. Make own spelling book or card file of spelling words.	Discussion: forms of written communications Read: want ads Write: fill out application forms business letters invitations thank-you letters simple sentences and paragraphs relative to units and Area of Knowledge being studied Spell: common words needed for written work	Compute: costs of postage cost of written vs. printed invitations and announcements	Social Relationships: writing as a technique in job application as related to Life Function on Occupational Adequacy	103 152 172

ARITHMETIC

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
OBTAINMENT AND USE OF MATERIALS Inventory	Inventory of equipment in the room. Class discussion on personal belongs of the students. Display merchandise catalogs. Plan and illustrate combinations of furniture and equipment for furnishing the home. Collect pictures for scrapbooks illustrating combinations of clothing according to season, occasion or style. Display catalogs illustrating articles according to price categories.	Discussion: characteristics of merchandise which determine value, i.e., workmanship, quality of materials relationships between value and cost, i.e., the concept of the best for the money concept of the 'sale', 'specials' and their advantages and disadvantages Read and Discuss: catalogs and advertisements relative to purchases to be made in light of value and wise buying	Vocabulary: measures of quantity terms of size the concept of the guarantee and the relationship between durability and cost of merchandise Money: making change with coins and bills Compute: determine unit costs of items sold in bulk, i.e., soaps, canned goods, fruit	Social Relationships: shopping centers in the community and their services to the buyer as related to unit on Homemaking Science: identification of materials comprising articles in the home, i.e., types of wood in furniture, textiles in clothing, metal in cooking utensils	13 98 116

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
OBTAINMENT AND USE OF MATERIALS Care of Equipment	Posters illustrating well-kept closets and storage areas. Advertisements from home service agencies, i.e., dry cleaners, laundries, home repairs. Display pictures and pamphlets depicting procedures for maintaining and operating home equipment. Collect swatches of materials and illustrate procedures for care and conservation. Practice cleaning procedure by actually doing the job, i.e., cleaning furniture, sweeping, washing walls.	Discussion: . care and maintenance relative to the life and efficiency of equipment and articles the role of the specialists in servicing and repairing equipment and articles as a means of extending their use Write and Read: describe methods of preserving home and work equipment directions for operating and maintaining appliances in the home	Vocabulary: terms of time and quantity Estimate: relative cost of do-it-yourself repairs and maintenance and projessional servicing Compute: standard service charges for different types of appliances	Social Relationships: responsibilities of the worker in managing and conserving materials and equipment on the job as related to Life Function on Occupational Adequacy Science: prolonging the life of personal belongings as related to the use of reliable materials in their care, i.e., use of proper shoe polishes proper soaps	113 154

ARITHMETIC

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
OBTAINMENT AND USE OF MONEY	Film on money as a medium of exchange. Visit from graduate to describe his job and how he uses his income. Read advertisements and catalogs representing articles and equipment the pupils want to obtain. Develop chart to show how income is distributed. Collect and display forms and notices relative to deductions, membership in trade organizations. Display various systems of budgeting.	Discussion: the role of occupational efficiency and income in providing for basic needs and luxuries responsibilities implicit in managing one's income Write: list opportunities for earnings, both immediate and future list common financial obligations and how they should be accommodated Read: texts and pamphlets on budgeting commercial budget books	Compute: proportions of income deducted for income tax, social security, union dues, etc. pay on hourly, daily, weekly, monthly and annual basis Vocabulary: money and business terms Estimate: preparation of income designated for common financial obligations, for luxuries Finances: develop budget for current income	Social Relationships: earning levels of available occupations in the community as related to Life Function on Occupational Adequacy Health: mental health factors in financial security	116 166

ARITHMETIC

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
OBTAINMENT AND USE OF MONEY	Film on techniques in buying. Display newspaper and magazine ads. Discuss radio and television commercials. Make notebooks illustrating necessities and luxuries in home furnishings. Construct a home from crates or boxes and furnish. Interior decor including suitability of pictures, pottery, etc., in various home settings.	Discussion: basic principles for wise buying immediacy of needs quality and cost quantity and need behaviors and customs in shopping and buying cash payments vs. time payments, advantages, and hazards charge accounts Compile and Write: guides for buying, i.e., brand names, quality grading, discounts Dramatize: shopping experiences	Vocabulary: common business terms terms of quantity Compute: establish budget and determine purchasing power for variously priced items as a cash or time payment purchase savings gained by purchasing at sales and discount prices costs involved in buying on time payments, i.e., service charges, interest	Social Relationships: responsibilities of the home maker in buying as related to unit on Homemaking Science: identification of materials as related to their quality and durability under conditions of use	

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
OBTAINMENT AND USE OF MONEY	Film on saving. Read stories on the role of saving in managing one's income. Visit from bank employee to discuss need for and advantages in saving. Pamphlets on social security and pension funds. Visit from representative of insurance company. Collect and display posters and pictures to illustrate various plans for saving. Visit a bank and make or observe a deposit made in savings account. List various techniques in savings and their advantages.	Discussion: saving as a technique in total self-management, i.e., bank deposits, petty cash at home, participation in pension benefits, insurance, credit unions, etc. the relationships between general habits of saving (things, time, money) and their cumulative effect on income Read and Discuss: literature on social security, various types of insurance offerings, how the bank uses and pays for the use of money	Compute: proportion of income to be allocated for savings anticipated income from various types of savings income desirable from various types of insurance and pension funds Vocabulary: business terms related to saving	Social Relationships: savings as an aspect of planning for maintenance of the family as related to unit on Homemaking Health: mental health factors associated with saving and planning	152 172

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
OBTAINMENT AND USE OF MONEY Banking	Display posters and literature from banks and other agencies on various services rendered. Visit bank to see and learn about services. Collect and display posters and illustrations of articles and equipment requiring financing and related sources for funds. Display tables of payments required by varying types and sources of funds.	Discussion: circumstances where borrowing is required sources for borrowing money moral and legal obligations of the borrower conditions for repayment established by the various sources for borrowing money and the costs to the borrower Write and Read: list circumstances requiring borrowing places where money can be borrowed	Vocabulary: business terms related to borrowing Compute: costs to the borrower from different sources of funds costs to the borrower under varying conditions of repayment relate various conditions of repayment to the budget	Social Relationships: financing in the family for shelter, equipment, and emergencies as related to unit on Homemaking Health: mental health factors in recognizing and meeting one's financial obligations	83 97 104 151

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PERSONAL COMPETENCIES FOR WORKING	Discussion of after school and Saturday jobs. Discussion relative to cleaning up following a work project. Make chart showing tools and names. Build tool rack. Group project on decorating room, shelves, curtains as needed. Make safety chart. Clean up following a work project.	Discussion: importance of completing a task need for cleaning up and putting equipment away properly need for organizing time, effort and task properly need for punctuality and consistency in attendance at work penalties and loss of pay for absence and tardiness Read: books and pamphlets relative to various kinds of jobs Write: list requirements for different jobs make notebook on different jobs Spell: words in unit	Compute: problems relative to pay by hour, job, work, piece work cost of transportation to and from work cost of tools and equipment number of hours worked Time: schedule for a job	Science: problem on care of tools and equipment used in woodworking and homemaking projects problem on effect of weather and foreign matter on material Social Relationships: employer-employee relationships as related to occupations Health: mental health factors in dependability and punctuality Safety: in relation to work in relation to travel	110R 162

OCCUPATIONAL ADEQUACY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PERSONAL COMPETENCIES FOR WORKING	Sewing project for girls. Woodworking project for boys. Baking a cake.	Discussion: wise selection of materials need for planning to avoid waste cost of materials Spelling: common words needed for notebooks and units	Measurements: problems relative to measurement of materials garment sizes Compute: cost of materials	Science: choice of materials for clothing as related to weather and seasons Homemaking: planning, buying, cooking, serving a simple meal	40 102
Self Care	Film on grooming. Chart on care of teeth. Demonstration on care of hair and nails. Make a chart on good grooming. Project in manicuring, washing and setting hair (girls), shoe shining (boys). Washing and ironing of own clothing.	Discussion: role of proper grooming in getting and keeping a job importance of correct posture methods of keeping clothes clean Read: book and pamphlets on personal care Write: list the various care processes and supplies needed, i.e., shaving: shaving cream, razor; bathing: soap, wash rag, towel	Compute: problems relative to cost of cleaning difference in cost of doing own laundry and having it done cost of beauty shop vs. self care Compare: price of grooming and toilet articles Cost: weekly cost for personal care for men, women	Physical Education: posture exercises Science: experiment on effect of soil on clothes Health: personal hygiene mental health factors in good grooming and effect on relationships with others	91 92 117

OCCUPATIONAL ADEQUACY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PERSONAL COMPETENCIES FOR WORKING	Display of chart on color blending for harmonizing and contrasting. Attend school style show. Display pictures of current styles in clothing. Collect and display swatches to illustrate color combinations. Practicing home arts, i.e., laundry, ironing, pressing, mending, sewing projects. Make shoe shine kit. Make notebook of sizes of clothing for self and members of family.	Discussion: proper clothing for work and other occasions selection of clothing as to size, color, durability advantages of learning to make own clothing Spell: common words related to self care and grooming	Compute: cost of making garments difference between ready-to-wear and hand-made garments Measurements: learning to know size of garment, shoe, hose size	Safety: safety factors in wearing proper clothes on job measures in sewing, i.e., use of sewing machines, care of pins, needles	99 154

OCCUPATIONAL ADEQUACY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PERSONAL COMPETENCIES FOR WORKING Health	Display of seven basic foods. Talk by school nurse. Movie on good health habits. Charts showing good posture. Plan and prepare well balanced breakfast or lunch. Posters on prevention of accidents. Scrapbook on menus for breakfast, lunch, dinner. Scrapbook of favorite recipes	Discussion: effect of proper food on ability to work and disposition role good health plays in keeping a job eating habits sleeping habits first aid medical care accident prevention Read: health books and pamphlets on disease and accident prevention Write: balanced menus list health and safety measures Spell: words in unit	Compute: cost of meals cost of carrying lunches cost of eating lunches in restaurants compare costs Problems: relative to loss of wages due to illness or accident relative to cost of medical care, dental care	Health: common diseases--prevention and care Physical Education: exercises for improving posture Science: the parts of the body and their function in relation to health	207 208

OCCUPATIONAL ADEQUACY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
PERSONAL COMPETENCIES FOR WORKING Personal Abilities and Limitations	Film on personal qualities for job success. Film on occupations. Take a job analysis test. Scrapbook on appropriate jobs. Mural of workers in the community. Visit local office of State Employment Service. Visit employment office of plant or store.	Discussion: the need for a steady remunerative job occupational aspirations individual characteristics, strengths, and weaknesses as they apply to specific jobs ways of selecting an occupation Write: list of desirable personal characteristics for various jobs list qualifications for various jobs Read: newspaper want ads	Compare: salaries for various familiar jobs salaries of various occupations Compute: salary for regular working hours salary for overtime pay pay by day, week, month Estimate: Social Security payment	Social Relationships: job possibilities in local areas as related to unit on Occupations Health: mental health factors in adequate occupational competence mental health factors in productive employment mental health factors in knowing ones realistic abilities and limitations	162 166

OCCUPATIONAL ADEQUACY

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
SOCIAL COMPETENCIES FOR WORKING Getting Along With Others	Discussion of incident relative to good manners in a classroom. Film on courtesy. Talk by vocational rehabilitation counselor. Talk on looking and applying for a job. Fill in application blanks. Planning and serving a breakfast, lunch, or dinner--emphasis on table manners. Role planning of the various steps in getting a job.	Discussion: getting along with fellow classmates good manners in various group situations getting along with fellow workers as a requisite for keeping a job how to get a job Dramatization: interview with an employer telephone conversation in relation to want ads Read: articles on courtesy	Compute: cost of food for lunch cost of clothing for job Time: make chart of time required for cooking various foods reading Roman numerals on clock Measurement: sizes of shoes, hose, garments	Health: cleanliness in food handling mental health factors in acceptance by others areas of behavior when conformity is desired Science: heat and temperature and their implications for cooking weather and its relation to different kinds of work Social Relationships: traveling to and from job as related to unit on Occupations	116

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
SOCIAL COMPETENCIES FOR WORKING Social Security	Discuss various kinds of social security for workers. Display of types of social security and application forms. Discuss work permits. Discuss Social Security cards. Make a scrapbook of various applications and forms. Keep bulletin board of clipping from newspapers of items relative to social security of workers.	Discussion: the need for planning ahead methods of giving workers security during illness from accident, unemployment purposes, benefits and responsibilities of unions, unemployment insurance, pensions Write: list social security practice in industry today practice filling out application and other kinds of forms relative to employment Read: recognize Social Security, tax and other common forms and applications	Compute: union dues, assessments, over-time pay, various insurance payments income from savings bonds and savings account Banking: practice filling out checks, deposit slips Budgeting: income with reasonable insurance and savings Compute: income tax	Social Relationships: need for savings and social security as related to unit on Occupations protective rights of workers, labor, management Health: mental health factors in security arising out of careful planning for the future	103

Content	Pupil Activities	Language Arts	Arithmetic	Unit Activities	M & R
ACADEMIC COMPETENCIES FOR WORKING	Talk by Vocational Counselor on job skills. Film on occupational competencies. Pamphlets and tests telling of occupations and skills each require. Display photographs of self with auto-biography. Draw diagram to show directions.	Discussion: the role of communication in occupations the various techniques of communication the characteristics of effective and ineffective communication Write: short autobiography to highlight relevant facts paragraph giving directions to a specific place Read: directions on commercial products instructions on equipment and machinery recipes Discussion: wise buying to avoid waste	Compute: convert various measures, i.e., pounds to ounces expenses in regard to travel, meals, clothes, tools pay for pay period, i.e., for week, month, year Estimate: time involved in performing various tasks time involved in traveling various distances in the community Measurements: liquid and dry Compute: cost of project	Social Relationships: communication on the job as related to Life Function on Communicating Health: mental health factors in understanding others	162 166 215

MATERIALS AND RESOURCES

1. Letters to Tony - Booklet, Department of Publication, General Mills
2. "Shelter" - Filmstrip
3. "How Man Learned to Shelter Himself" - Filmstrip
4. "Man's Shelter Today" - Filmstrip
5. Life, Post, Better Homes and Gardens - Magazines
6. Permission slips
7. On a Summer Day and Now It Is Fall - Lois Lanski, Oxford Press, New York
8. "Autumn on the Farm" - Filmstrip
9. "Spring on the Farm" - Filmstrip
10. "Summer on the Farm" - Filmstrip
11. "Play in the Snow" - Filmstrip
12. "You and Your Clothes" - Filmstrip
13. Catalogs - Montgomery Ward, Sears or any other clothing catalog
14. Surprise for Davy - Lois Lanski, Oxford Press, New York
15. The Little Family - same as 14
16. How They Look and What They Tell - from The Golden Book of Words
17. "David and His Puppy" - film
18. "Getting Ready for School" - filmstrip
19. Fireman Fred - Jane Barr
20. The Little Fire Engine - Lois Lanski, Oxford Press, New York
21. Letters to Tony - Booklet, Department of Publication, General Mills

22. "Teeth Are to Keep" - film

23. "Safety Begins at Home" - film

24. "Let's Be Safe at Home" - film

25. "Dangerous Stranger" - film

26. "Home Safety" - filmstrip

27. Manners Please - Gail Brooks, Cardy Company, Chicago

28. The Thank You Book - Seignobose, Scribners

29. "We Play and Share Together" - film

30. "Table Manners" - filmstrip

31. "Manners Can Be Fun" - record

32. Come To The Zoo - Ruth M. Tensen

33. "We Visit the Seashore" - film

34. "Animals of the Zoo" - film

35. "Wonders in Your Own Back Yard" - film

36. "Picnic for Dick and His Friends" - filmstrip

37. "The Picnic" - filmstrip

38. "A Walk in the Woods" - filmstrip

39. "At the Zoo" - filmstrip

40. Integrated Handwork for Elementary Schools - Louis V. Newkirk, Silver Burdett Company

41. "Family Teamwork" - film

42. "Sharing Work at Home" - film

43. Daddy Comes Home - C. Steiner, Doubleday and Company

44. Tables, chairs, toy dishes, toy mop, broom, sweeper, dolls, telephones

45. Family Helpers - book

46. The Little Family and Let's Play House - Lois Lanski

47. Keeping Busy and Our School Playhouse - Alice Gumple, Melmont Publishers

48. "Home Activity Series" - filmstrips on mother's helpers and Runaway toys

49. "Caring for Your Toys" - filmstrip

50. "The Home" - Filmstudios, 994 Royal Road, Berkeley, California

51. "The Children Have a Busy Day" - film

52. Boys and Girls at Home - Heffner & Anderson, Harr Wagner Publishing Company

53. Our Family - Primer, Benefic Press, Narrogansett, Chicago

54. "Let's Help Mommy", "All Around the Kitchen", "Drying Dishes", - Records

55. Safety Can Be Fun - Munro Leaf, J. B. Lippincott, Philadelphia, Pa.

56. Stop and Go traffic signals

57. "Keeping Ourselves Healthy" - film, Eye Gate House, 330 West 42nd Street, N.Y. 18, N.Y.

58. "Come On", "Here We Go", Step Lively" - Health Action Series

59. Microscope

60. "We Keep Clean" - charts

61. Health Can Be Fun - Munro Leaf

62. "Pet Parade,""Kathy's Kitten," "Paul's Puppy," "Peggy's Parakeet," "Roger's Rabbit," "Terry's Turtle" - Country Community Series, Ed. Projections Inc., N.Y.

63. "Care of Pets" - film

64. The Buttons and The Pet Parade - Edith McCall, Benefic Press, Chicago

65. "The Birthday Party" - film

66. "Dee Dee's Birthday Party" - film

67. "Responsibility," "Helpfulness," "Thankfulness," "Promptness," "Thoughtfulness," Encyclopedia Britannica Films, Willmette, Illinois

68. Empty food cans that still have labels

69. Boys and Girls at Home - Heffner and Andersin, Harr Wagner Pub. Co.

70. Susan and the Milkman - National Dairy Council, Chicago 6, Illinois

71. "Food as Children See It" - film, General Mills

72. "Food for Health" - filmstrip - Eye Gate House

73. Milk for You and Me - National Dairy Council

74. "Keeping Ourselves Healthy" - filmstrip

75. "At Home in the Evening" - filmstrip, Popular Science, 353 - 4th Avenue, New York

76. "Fun at Home" - filmstrip

77. Some good shelves and boxes to use in teaching orderly arrangement of clothes and toys.

78. Guessing game: Child pretends he is performing certain act in selecting, making or caring for clothes, toys, groceries.

79. "Jimmy Didn"t Listen" - filmstrip

80. "Character Makes a Difference" - filmstrip

81. Meal Planning Guide, free, Pet Milk Company, Home Economics Department, St. Louis, Mo.

82. Coins - use actual coins instead of play money

83. Budgeting for Better Living - available from Household Finance Co., local address

84. Our Family - Richard Burkhardt, Ann McGuinness, Benefic Press

85. Our School and Home, Benefic Press

86. "It Pays to Save" - film

87. "Johnny Goes to the Store" - film

88. A Little House of Your Own - story

89. Everybody Has a House - story

90. Bell Telephone Equipment Kit

91. "Clean Hair, Nails, Teeth" - Display charts from Medical Association

92. "Clean Teeth - Diet" - Display charts from Dental Association

93. Safety Posters, California State Automobile Association

94. Filmstrips, booklets, charts, guides on money management, financial security and insurance from Institute of Life Insurance, 488 Madison Avenue, New York

95. Exhibits from Public Library, Travel ads, road maps, AAA or Greyhound posters

96. Cards and signs - Lost and Found

97. Helping Families Plan Food Budgets - U.S. Dept. of Agriculture, U.S. Printing Office, Washington D.C.

98. Home Guide to Repair and Up Keep McGraw-Hill, N.Y.

99. "Making Your Home Livable" - filmstrip, Charles A. Bennett, Inc.

100. "Earning Your Own Money" - filmstrip

101. Children's Spending - pamphlet, Household Finance Company, 919 N. Michigan Avenue, Chicago

102. ABC's of Mending - U.S. Dept. of Agriculture, Supt. of Documents, Washington, D.C.

103. Work Permit Application - from County School Office

104. A Budget Book - commercial one or teacher made

105. "Our Trip to the Dairy Farm" - filmstrip from California Dairy Industry Advisory Board, 907 - 12th Street, Sacramento, California

106. Geraldine - story of a cow, 44 page booklet, illustrated, Philadelphia Interstate Dairy Council, Philadelphia, Pa.

107. Susan and the Milkman - 24 page illustrated booklet, California Dairy Council

108. Milk for You and Me - 16 page booklet, full color - National Dairy Council, Chicago 6, Ill.

109. Time for Poetry - Mary Hill Arbuthnot, Scott

110. Books:
   a. Adopted Jane, Darringer, Harcourt Brace
   b. Behave Yourself, Betty Allen, Lippencott
   c. If You Please, Betty Allen, Lippencott
   d. Everyday Good Manners for Boys and Girls, Ernestine Bodt, Whitman & Co.
   e. The Courtesy Book, Nancy Dunlea, Beckley-Cardy
   f. Manners for Moderns, Judith Scott, Macrea Smith Co.
   g. Good Manners for Young Americans, Charles E. Skinner, Beckley Cardy
   h. The Storybook of Food, Maud and Miska Petersham, Winston
   i. The Storybook of Things We Use, same as h.
   j. The Story of Bread and The Story of Milk, Elisabeth Watson, Harper Bros.
   k. Our Wonderful World, Spencer Press
   l. Jerry Goes Fishing, Florence Battles, Benefic Press, 9000 N. Narragansett, Chicago, Ill.
   m. Jerry Goes on a Picnic, same as 1.
   n. Jerry Goes to the Circus, same as 1.
   o. Everyday Fun, Han and others
   p. A Hotel Holiday, Carla Greene, Melmont Publishers, L.A.
   q. Art Adventures with Discarded Materials, Evanda K. Perry
   r. Handicrafts and Hobbies, Marguerite Ickis
   s. Cowboy Sam Series, Beckley Cardy
   t. I Want to Be, Paul Witty
   u. People Who Come to Our Home, Clary Ingram Judson, Ran McNally & Co., Chicago
   v. The House of a Hundred Windows, Margaret Wise Brown, Harper and Bros., New York
   w. Up Goes the House, Harry Gustavson, Oxford Press

111. "How to Avoid Muscle Strain" - film

112. "Farm Babies and Their Mothers" - film

113. "ABC of Hand Tools," Part 1 and 2 - film

114. "Junior Safety Series" - 5 filmstrips

115. Come Along - pp 136 - 149 story, The Traffic Policeman

116. "Getting a Job and Keeping it" - filmstrip

117. "Clean as a Whistle," "Fit as a Fiddle," "You and Your Grooming," "Your Face, Your Hair," "Your Hands and Feet" - filmstrips

118. "What to do on a Date," "Table Setting," "Table Talk" - filmstrips

119. Tommy and the Telephone - MacGregor

120. Peter's Family, Hanna

121. Billy and His Family, McIntire

122. Billy Goes to School, McIntire

123. Billy Lives in Maplewood, McIntire

124. "Appreciating Our Parents" - film

125. "Ways to Settle Disputes" - film

126. Riddle Me This, Chrystie, Oxford University Press, New York

127. Anagrams

128. Golden Dictionary, Walpole

129. Wooden blocks showing fractional parts, exhibits

130. "How To Tell Time" Part 1: Hour and Half-Hour; Part 2: The Minutes - filmstrips

131. "Blow, Wind, Blow" - film

132. "Seasons of the Year" - film

133. "Thunder and Lightning" - film

134. Globe

135. The True Book of Plants We Know, Miner

136. Science for Work and Play, Schneider, California Series, Book I

137. Science in Your Life, Blough, Book 4

138. "Coco Explores a Tide Pool" - film

139. "The Seashore" - film

140. An Acquarium, Blough

141. Winter Comes and Goes, Frasier

142. Six Legged Neighbors, Parker

143. The True Book of Farm Animals, Podendorf

144. The True Book of Pets, Podendorf

145. "The House Fly; Public Enemy No. 1" - film

146. Time For Poetry, Arbuthnot, May Hill, Scott, Foresman, Chicago

147. The Garden and Its Friends, Insect Friends and Enemies, Reptiles, Spiders; Bertha M. Parker (California State Series)

148. "The Baby Sitter" - film

150. "Pure Water and Public Health" - film

151. Your Budget, Your Shelter Dollar, Your Shopping Dollar; order from Household Finance, local address

152. Subscription to local newspaper

153. "It's Fun to Read Books" - 10 minute film, sound, color, Coronet

154. "Hand Dishwashing and General Scullery" - Department of Government Films

155. "Double Take" - film, Warner-Patterson, free loan, Emphasizes duties in service station

156. "Grass Looks Greener" - Warner-Patterson, free loan, Emphasizes the importance of a man's job, built around a service station

157. "Some Farming Accomplishments of Young Farmers" - Colonial Films

158. "Is Farming for Me?" - Photo Laboratory, explains aspects of farming and farm life.

159. "Through A Young Farmer Organization" - Colonial Films - shows, home, farm and community activities which young farmers participate in, having been trained in farmer organizations and 4-H Clubs - filmstrip

160. Home Life - Magazine

161. "How Life Insurance Began" - filmstrip, Institute of Life Insurance, 488 Madison Avenue, N.Y.

162. "Occupational Education" - set of 9 filmstrips designed for older mentally retarded pupils. Eye Gate House - $4.00 per film.

163. "How to Catch a Cold" - Walt Disney Productions, free, order from Kimberly Clark Co. 919 No. Michigan Avenue, Chicago, Illinois

164. "Scrub Game" (A doctor dresses a wound) - free, Modern Talking Pictures Service, 3 East 54th Street, N.Y.22

165. "Personal Hygiene for Boys" and "The Clean Look For Girls" - free rental, same as 164

166. "Pick Your Tomorrow" - film about finding the right job by evaluating self.

167. "Mike and His Mark" - about a boy in trouble and how the school helps him before he takes his resentment and frustration out on society.

168. "Serving Tools" - United World Film, Inc. Portrays the hiring of a waitress and the training giving her assurance by the restaurant.

169. "Introducing Alice" - Produced by Cornell College, N.Y., showing how to train student waitresses in the proper procedure for receiving orders and serving food. (Rent for $2.50)

170. "America's Heritage of Hospitality" - State and Local Restaurant Association, film, Shows the American dining table in home and restaurants from colonial times to present in cross-country travel.

171. "Know Your Library" - film, Coronet

172. "Newspapers" - film, Young American

172. "Look It Up" - film, Coronet

173. "Clocking A Champion" - color film, A day in the life of a normal healthy infant on by-the-clock routine in an average household.

174. "Health and The Cycle of Water" - the problem of stream pollution, sewage treatment and water purification.

175. "It Doesn't Hurt" - Dental film - results of neglected teeth and what should be done

176. "It's Your Health - film, family dentist talks to young children on mouth hygiene

177. "Keep Em Out" - rats spoil food, destroy buildings, spread disease

178. "Know Your Baby" - Practical and approved methods of care of new baby - film

179. "Our Fifth Columnist - Rat" - damage by rats, film

180. "Passport to Health" - childhood diseases

181. "Safe Swimming" - film - simple safety and health advice for swimmers

182. "Story of Louis Pasteur" - Pasteur's struggle for instituting his rabies immunization treatment.

183. "The Walking Machine" - film on foot care

184. "Whenever You Eat" - selection and comsumption of food.

185. "Your Health Department" - film - services of local health department

186. "Your Public Health Nurse" - film

187. "Common Emergencies" - 59 frames covering first aid treatment

188. "Minor Injuries" - 56 frames covering first aid of strains, sprains, spider bites, dislocations.

189. "Chemistry of Fire" - film, demonstrates how the elements of oxygen, fuel, and ignition temperature must be present to have fire, how fire is extinguished

190. "Crimes of Carelessness" - film on fire prevention

191. "No Time to Lose" - 3 ways to turn in an alarm by phone, person or alarm box, film

192. "Goodby, Mr. Germ" - film

193. "School Bus Safety" - film

194. "Bicycle Safety" - film

195. "On Two Wheels" - film

196. "The Policeman"

197. "Two Little Rats and How They Grew"

198. "Winky, the Watchman" - film

199. "Strong Teeth"

200. "The Grocer"

201. "The Baker"

202. "From Farm to Table"

203. "Janet Visits a Dairy"

204. "New Milk Parade"

205. "How Animals Eat"

206. "Bread"

207. "Eggs"

208. "Lunch at School"

209. "The Story of the Little Cottontail"

210. "Conduct and Behavior Series"

211. "Physical Fitness Posters" - cartoon style and very simple. Show good nutrition and posture - 12" X 18" U.S. Public Health Service, Dept. of Health, Education and Welfare, Washington 25, D.C.

212. "Original Activity Songs" - record

213. Growing Big and Strong - address from book, Good Times on Our Street

214. "The Bakery Shop," "The Refrigerator," "Song of the Milk Bottles" "The Milk Train" - records

215. "Let's Make a Pie," "Let's Make a Sandwich,""Let's Make a Cake," "Let's Make a Meal" - films

216. "Letter to Grandmother" - film

217. "Sunday in the Woods," "Walking Song," "Birthday Song," "Running Song," - records

218. "Making Change for a Dollar" - film

219. "Travel is Fun," "Water Travel" - Teach-O-Filmstrips from Popular Science Publishing Company, N.Y.

220. The Little Airplane, The Little Auto, The Little Sailboat, The Little Train, Lois Lanski, Oxford Press

221. The Little Engine That Could - Bragg, Platt and Munk, Co., N.Y.

222. Toughy and His Trailer Truck - Hurd Lathrop, N.Y.

223. "The Neighborhood," "Community Helpers," - films "Brothers and Sisters" - filmstrip Wm. P. Gottlieb Co.

224. Our City, Home and Community Life - chapter on Our Church

225. Book of Boy Scouts - Boy Scouts of America, D. Appleton Co., N.Y.

226. Daniel in the Cub Scout Den - Alladin Books, N.Y.

227. Scouts and Campfire Girls, Eastman, Boston, Mass.

228. California Vehicle Code - Department of Motor Vehicles, Sacramento, California

229. AAA Posters on Safety

230. AAA Posters showing traffic patrols at work

231. California State Department of Health, Sacramento, California

232. ABC of Cars and Trucks - Ann Alexander

233. "The City Park is for You," "City Park," "Vacation in the City" - films

234. "Safety at school and at Play" - film

235. "Putting Animals in Groups" - film

236. Department of Public Health, 760 Market Street, San Francisco, California

237. Department of Mental Hygiene, 1320 K Street, Sacramento, California

INSTRUCTIONAL MATERIALS FOR USE WITH MENTALLY RETARDED CHILDREN

I. Reading and English:

In Behalf of Non Readers - Baker, Harry J. and Bernice Leland, Public School Publishing Co. Bloomington, Ill. 1940

Books for Retarded Readers - Barrett, Edward J., Illinois State Library, Springfield, Ill. 1948

Robinson Crusoe - (3rd or 4th reading level)

Treasure Island - (5th or 6th reading level)

The Three Musketeers - (5th and 6th reading level)

Deerslayer - (5th and 6th reading level) - Beals, Frank L., Syracuse, New York; Benjamin Seaborn Co. (These books have been rewritten for slow readers. They retain all the color, drama and flavor of the original version, but have been retold so that the slow reader will not be handicapped by facing adult vocabularies and complex sentences.)

Calling All Girls - Darien Conn., Educational Publishing Corp., Periodical - 10 issues per year, $3.50

Cowboy Sam and Porkey - (Primer)
Cowboy Sam (Primer)
Cowboy Sam and Shorty (Grade 1)
Cowboy Sam and Freddy (Grade 1)
Cowboy Sam and the Rodeo (Grade 2)
Cowboy Sam and the Fair (Grade 2)
Cowboy Sam and the Rustlers (Grade 3)
Cowboy Sam and the Indians (Grade 3)

Chandler, Edna W.
1900 Narragansett
Beckley-Cardy Co.
Chicago 39, Illinois

Compact - The Teen Age Digest - Educational Publishing Co., Darien, Conn., 10 issues per year, $3.50

Adventure Trails - Eleanor M. Johnson, American Education Press, Inc., Columbus, Ohio
Hectograph Workbook - Reading level, grade 4

The First Book of Horses - McMeekin, McLennan, D.C. Heath and Co., Boston, Mass. 1949
(Easy reading level with high interest for adolescents)

T-Model Tommy - Stephen W. Meader, Harcourt, Brace and Co., 1940, (Grade 5 reading level)

The First Book of Dogs - Gladys Taber, D.C. Heath and Co., Boston, Mass., 1949, Jr. Hi interest level

Indians and Cowboys - Sanford Tousey, Rand McNally and Co., San Francisco, 1948, Recommended for Jr. Hi, $1.25

Kidnapped - Stevenson, Gullivers Travels - Swift, Rip Van Winkle and The Legend of Sleepy Hollow - Irving
Simplified Classics for Slow Readers - Steck Co., Austin, Texas

II. Social Studies, Senior Problems and Occupational Information

Accident Prevention and Safety Education Publications (Bibliography) - Order from Accident Prevention Dept., Association of Casualty and Surety Co., 60 John Street, New York 38, N.Y.

After School - What? - order from Women's Bureau, U.S. Dept of Labor, Washington 25, D.C. #L231161, 10¢

Our Home)Marie Mutart and Mildred Moore. These three Home Book Series may be
Our Home, Day by Day)ordered from State Department of Public Instruction, Raleigh,
Our Home, Our Family, Our Friends)North Carolina

The Driver Studies His Test - same as above

Facts of Life and Love for Teenagers - Evelyn Millis Duvall, Associated Press, New York, $3.00

How To Be A Successful Teenager - William C. Menninger, M.D., Sterling Publishing Co, Inc. N.Y., 1954

The March to Market - Swift and Co., Chicago, Ill. (Free comic book depicting the story of meat from the open range to kitchen range.)

You Can't Laugh it Off - Safe Driving is a Serious Business - Employers Mutual Liability Insurance Co. Wausau, Wisconsin, cartoon booklet, free material

The following materials may be obtained free and seem to be helpful, (Univ. of Calif Agricultural Extension Ser.)
"Planning Her Colors," "Looking Her Best," "Simplified Sewing by Planning," "Treats for Family and Friends,"
"The ABC's of 4H Clothing," "Helping with Meals for Family and Friends," "Helping Entertain Family & Friends"

III. Constitution and American History

California Laws - Labor - order from State of California, Dept. of Industrial Relations, Division of Labor Law Enforcement, 965 Mission Street, San Francisco, California.
Digest of California Labor Laws, Working Hours and Day of Rest, Laws Relating to Time, Place and Manner of Payment of Wages

We Are the Government - Mary Elting, Doubleday and Co., Inc., Garden City, N.Y.

Twenty-Five Lessons in Citizenship - D.L. Hennessey, P.O. Box 281, Berkeley, Calif (A good teacher resource) $1.00)

Iroquois Pictures in American History - Iroguois Publishing Co., Syracuse, N.Y. (16 full color pictures of important scenes in American History)

IV. Science, Health and Safety

Accident Prevention Material - Safety Engineering Dept., Dept. Mutual Employees, Wausau, Wis. (free)

Goldfish - Joy Buba, William Morrow and Co., Inc. New York - $2.00

Eat Right to Win - order from Agricultural Research Dept, Chicago, Ill. (comic book, free)

Rabbits - Joy Buba, (see Goldfish, 2 above)

Elementary Science Booklets, Agricultural Research Dept. Swift and Co, Chicago, Ill.
"The Story of Grass," "The Story of Soil," "The Story of Dairy Animals,"
"The Story of Meat Animals," "Meat and the Mississippi River," "The Story of Plants"

Good Grooming - order from Bristol-Meyers Co. 45 Rockefeller Plaza, N.Y.
(Excellent source of free materials on dental health and good grooming.)

V. Arithmetic

Ken Worthy Educational Services, Inc., Buffalo, New York:
Silent Teacher Addition Facts Below 10 (Arithmetic game)
Silent Teacher Subtraction - 126 combinations (Arithmetic game)

Telling Time - Lillian Range and Alice LaValli, L.R. Learning Aids, 1953, Detroit, Mich.

Tell Time Quizmo - Milton Bradley Co., Springfield, Mass, Arithmetic game

VI. Arts and Crafts

The Arts in the Classroom - Cole, Natalie Robinson - The John Day Co., New York

Fun With Boxes, Fun With Clay, Paper Craft, Fun With Wood - Joseph Leeming - Frederick Stokes Co., N.Y.

VII. Science

Elementary School Science and How to Teach It - Glenn O. Blough, Dryden Press, NY, NY 1951

Teaching Elementary Science - Glenn O. Blough and Paul E. Blackwood, U.S. Government Printing Office
Bulletin #4, Dept. of Education

Science for the Elementary School Teacher - Gerald S. Craig, Ginn and Co., New York